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ABSTRACT

The American Educational Research Association's (AERA) Special Interest Group (SIG) on "Creation and Utilization of Curriculum Knowledge" was formed in 1971 by researchers whose work focused upon the advancement of knowledge in curriculum. The interest area for this SIG centered on generic knowledge about: (1) curriculum definitions; (2) model programs; (3) curriculum designs; (4) the curriculum development process; (5) curriculum objectives; (6) criteria for curriculum content and methods of organization; (7) curriculum evaluation; and (8) other aspects of theoretical and practical import for the creation of improved educational programs. This monograph traces the history of this SIG from its inception in 1971 to the present. The first chapter, by Edmund C. Short, describes the beginnings of the SIG. In chapter two, by George H. Willis, the professional activities of the group are discussed. The third chapter, by William H. Schubert, is a chronicle of the scholarly contributions of the SIG, listing papers and symposia sponsored by the group at AERA annual meetings from October, 1971 through April 1984. Included in the appendixes are SIG newsletters from 1971 to 1984. (JD)

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The Story of the AERA Special Interest Group on Creation and Utilization of Curriculum Knowledge--1970-1984: Toward Excellence in Curriculum Inquiry

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March 1985

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INTRODUCTION

The formation and continuance of a Special Interest Group within the American Educational Research Association is of significance to only a fraction of the whole Association membership. In the long view of history, the story of such a Special Interest Group is of minor consequence indeed. However, to those who are or were a part of such a group, the story of its rise, its purposes, and its activities is worth knowing or recalling. A sense of identity, as well as a sense of contribution made to the larger world of educational research, are among the valued reasons that make the telling of such a story personally and socially worthwhile.

The story of the AERA Special Interest Group (SIG) on "Creation and Utilization of Curriculum Knowledge" from 1970-1984, therefore, is set down here for the record for whatever its value to those curriculum scholars who have been or may become a part of this SIG and to those outside the circle who wish to get some perspective on its life and work.

Three of its leaders trace facets of this SIG's story. Its originator and first Chairman, Professor Edmund C. Short, then of the University of Toledo, tells of the birth of the organization in 1970-71, and of the early years of its struggle to survive and to gain identity. Professor George H. Willis, of the University of Rhode Island, tells of the array of organizational activities and projects attempted by the SIG. Professor William H. Schubert, of the University of Illinois at Chicago, reviews the variety of papers and symposia that have been sponsored by the SIG at AERA over the years and offers an appraisal of the significance of these contributions to the field of Curriculum Studies.

It should be noted that from the start the SIG on "Creation and Utilization of Curriculum Knowledge" has had very modest ambitions as an organized endeavor. It would have to be considered largely a place-holder, a network for communication within AERA, rather than a proactive group determined to accomplish identifiable goals. For the most part, it has been satisfied with facilitating the appearance of certain topics and scholars on the AERA Annual Meeting Program, an aim similar to that of most AERA SIGs. It has sponsored sessions, planned and presented by its members, and has co-sponsored sessions with other SIGs and with Division B. Beyond these activities, it has been chiefly a way of getting in touch and keeping in touch with scholars working on related or similar concerns in the field of curriculum.

After reciting some of the facts of this fifteen-year history of the SIG, a story not yet concluded but to be continued as the SIG evolves, the authors reflect on some of the accomplishments and issues that have been noted in this story and then speculate on the future of the group. A number of directions that the SIG might take are presented for consideration. These are but three persons' opinions; dialogue among all SIG members and with others will determine the actual next chapters in the ongoing story.

Included in the appendix of this historical status study are several documents, including copies of all the Newsletters published between 1971 and 1984, which are now made available for the public record in one convenient source. Those interested in examining the particulars of the SIG story will find these documents useful.

E. C. S.

G. H. W.

W. H. S.

Chapter One

THE SIG'S BEGINNINGS

Edmund C. Short

The actual beginnings of the present AERA SIG on "Creation and Utilization of Curriculum Knowledge" is easy enough to recount: AERA allowed a minimum of 30 members to petition the Executive Council to form a SIG on any topic and, in this case, a group of curriculum scholars did just this in 1971 and the group officially came into being. Its name and purpose were announced in AERA publications along with the name of the contact person (I was that person), and a network of people drawn to it began to form. What this group did, was about, and has became since that simple act of coming into existence in 1971 is the subject of this story.

The story, as we have said, has some interest value for persons involved in it, but it may be of value to those concerned with issues in educational research broadly speaking, at least to those in the domain of it known as Curriculum Studies. For this reason, an attempt is being made by my colleagues Professors Willis and Schubert, and by me to record some of what we saw and experienced and reflected upon in the course of the SIG's formation and its development to date that may be worth sharing with the larger research community. This will be a personal account, in each case, not a formal history. Things we especially recall or thought had significance will be mentioned and many other matters will not be. We hope readers will find the story worth knowing.

What the SIG Is About

Those who are currently aware of the SIG on "Creation and Utilization of Curriculum Knowledge" are perhaps no more certain what it is about than were the persons who initially gave it some identity. Its purpose, as stated each year since

1973 in the June issue of AERA's Educational Researcher in its annual listing of SIGs, is as follows: "to focus on the study of the creation and utilization of curriculum knowledge, the need for such knowledge, and the methodologies for its generation."

I would be the first to admit that this statement, originally drawn up by me, has not been taken literally by more than a handful of persons who have been members of the SIG from the beginning until now. I assumed at the start that such a statement would draw together persons with a common interest in inquiry concerning such phenomena as "the creation of curriculum knowledge," "the utilization of curriculum knowledge," or the two taken together, "the creation and utilization of curriculum knowledge." I shall explain where this focus came from a little later in this story, but it is quite obvious that most of those attracted to the SIG were not primarily, or even perhaps casually, interested in doing these kinds of inquiry.

It is still a puzzle to me what substantive common focus has been implicit in the work of those who have affiliated themselves with the SIG, though I shall speculate on that presently. Yet forty-five curriculum researchers joined the initial group in 1971 and between 1971 and 1978 (I stopped counting after that) a total of 316 different persons had become members, many of whom were affiliated with the SIG every year. Today, in 1984, it is alive and well as it has ever been, though not without the usual struggles to survive, and it is just as clear as it has ever been that it has never articulated a satisfactory statement of purpose that reflects an agreed-upon common focus. Why this should be so and yet the group continues to exist is perhaps enough reason to lay out some of the history and activities of the group and to attempt to analyze some of its problems as well as its accomplishments.

If I were to sum up what most members of the SIG have thought the SIG is about, I would say, "to foster excellence in curriculum inquiry generally." Thus, the title given to this entire story: "Toward Excellence in Curriculum Inquiry." Just how that purpose has manifest itself over the years, I hope will become clear as we tell the story of the SIG in more detail. In any event, it has moved a long way from the initial focus that I conceived and that has remained embedded in the official statement of purpose that continues to appear in AERA's listings. My colleagues will present a review of what the SIG has done organizationally since its inception and what substantive contributions it has encouraged in attempting "to foster excellence in curriculum inquiry." But first I shall trace the story of the origin and development of the SIG during its early period with which I was most closely associated.

THE BIRTH OF THE IDEA

A number of ideas converged in my mind in 1970 that prompted me to consider forming an AERA SIG. First of all, curriculum scholars in the 1960s, it seemed to me, were not as conscious as they might have been of the distance between their work and what was needed by the educational practitioner in curriculum. There were relatively few persons actually doing curriculum research at this time (only 45 research papers and 48 symposium participants in the Division B Program at the 1968 Annual Meeting), and of this number very few could be said to be focusing on matters that could be considered directly relevant to practical curriculum work. "Curriculum Theory" was the stock-in-trade of most curriculum scholars in AERA, and much of this work tended to be only indirectly related to the needs of the practitioner, if it could be said to be relevant at all. A few signs of interest in redirecting some of the scholarly work in curriculum toward the needs of the practitioner were beginning to appear, as my story will reveal. I thought this tendency needed encouragement, perhaps through an organizational effort within

AERA that might help legitimate this kind of work and might stimulate some new ideas on the subject.

Another factor evident in the late 1960s within Division B of AERA (then called Curriculum and Objectives), and one not unrelated to the point already mentioned about the dominance of theory-oriented studies, was the relatively limited range of inquiry approaches that were being utilized in curriculum research. It was customary to apply the techniques of empirical or theoretical science to curriculum matters, or else to engage in psuedo-philosophical talk about issues within the field of curriculum that many scholars believed simply didn't qualify as disciplined inquiry. The ruts into which curriculum scholarship had fallen, as far as methodology was concerned, were thus apparent to many members of Division B. We began to hear a few voices, usually from outside the Division, that criticized this narrowness of the research methodologies we were using and that suggested some alternatives. It occurred to me, once again, that a way might be conceived to harness some energy on behalf of some of these alternative research approaches and to encourage the development and use of perhaps still others. Some organizational work needed to be undertaken within AERA to address these matters.

Along with these first two concerns that have been mentioned, coincidentally, there developed in my own research interests another thrust that proved helpful in giving conceptual focus and substantive purpose to these promptings to organize what seemed to converge in me in 1970. A field of research outside of education and curriculum caught my attention. It went under the label of "knowledge production and utilization (KP&U)." A domain of social science research, this focus was being addressed as a generic concern of scholars in many fields, agriculture, the hard sciences, education, who wished to better understand and influence the relationships that exist between research and practice. Knowledge of this phenomenon was rapidly advancing, and it seemed to have applications in many fields, including, as I tried to point out, in curriculum. I thought that perhaps this rubric might be the key to defining an area of research in curriculum that would tie together the research concerns of practitioners and researchers, the need to expand and diversify inquiry approaches, and the application of knowledge in KP&U to our own scholarly work in curriculum.

I want to discuss the birth of the idea of the SIG on "Creation and Utilization of Curriculum Knowledge" in terms of these three converging ideas in somewhat more detail before turning in the next section to the events surrounding the actual organization of the SIG.

The Research-into-Practice Problem

Much of the research and development work done in the 1960s in education was organized under the rationalistic assumption that research can contribute to practice through a more or less direct process whereby arguments in favor of some innovative practice would be accepted and acted upon if research could prove the practice effective or workable.[1] Examination of this assumption began to indicate the limitations of this view. The process of putting research into practice was reconceived as a more problematic enterprise in which user variables interacted with available knowledge or practices in ways quite difficult to chart.[2] All sorts of human variables intervened in the logic of research destined to improve practice, situational, as well as attitudinal, political as well as rational, and not the least of which may be the lack of fit between the questions of practice needing answers and the answers available from research on quite different questions. In the subsequent transformation of the knowledge use problem, it became common to see the problem as one of coordinating the user with the sources of knowledge, and vice versa. Linkages needed to be established both ways between the two, and a whole system of supporting institutions needed to be put into place to provide the complex hook-ups and the necessary translation of needs and knowledge from one part of the system to another.[3] The study of this whole problem came to be seen as a prerequisite to designing and putting into operation these necessary linkage institutions and providing them with specialists in a variety of dissemination and translation roles.

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[1] Ronald J. Pellegrin, "The Place of Research in Planned Change," pp. 65-75 in Richard O. Carlson, et al., Change Processes in the Public Schools (Eugene, Oregon: The Center for the Advanced Study of Educational Administration, University of Oregon, 1965); David L. Clark and Egon G. Guba, "An Examination of Potential Charge Roles in Education." In Rational Planning in Curriculum and Instruction: Eight Essays (Washington, D.C.: National Education Association, 1967); National Center for Educational Research and Development. Educational Research and Development in the United States (Washington, D.C.: U.S. Government Printing Office, 1970). HE 5.212:12049.

[2] Ronald G. Havelock, et al. Planning for Innovation (Ann Arbor: Center for Research on Utilization of Scientific Knowledge, 1969). (ERIC: ED 029 171); Ronald G. Havelock, The Change Agent's Guide to Innovation in Education (Englewood Cliffs, N. J.: Educational Technology Publications, 1973).

From the point of view of educational practitioners in the field of curriculum, their real needs for appropriate research knowledge were going largely unnoticed in the late 1960s by the cadre of AERA researchers in curriculum. Even if linkage systems were devised and in place (some did arrive in the 1970s in the form of the National Diffusion Network, State Information Retrieval Systems, and an expanded Educational Resources Information Center - ERIC), the fundamental need of practitioners was (and still is) that knowledge be pertinent to the basic questions they face in making curriculum decisions. What these questions are and what knowledge would be most helpful in addressing them should be of the highest concern among curriculum scholars. Members of Division B needed to find a way of coming to grips with these matters. The challenge required collective action and judgment, not simply each researcher doing his own thing (solely). Nowhere in the format of AERA (or outside it, for that matter) was it likely that such a joint endeavor to ascertain needed research directions would be undertaken. Even to muster data from the field on what practitioners say are the primary domains of their knowledge-needs would be difficult for a single study by a single scholar to undertake and to report at a paper session. Joint studies would need to be planned, completed, reported, and analyzed. In the matter of designing projects that might generate the kind of knowledge that appears to be most needed, it again was unlikely that independent action by individual curriculum scholars would yield the best results. Some kind of large-scale, cooperative studies would need to be structured and carried out over long periods of time, probably in a wide-variety of field settings, with many different scholars doing pieces of the task. While this kind of project may have had little appeal in the past for curriculum researchers, the requirements of curriculum practice seem to demand that such large-scale, cooperative research and development be done. Costly as it would be, it would be prudent to engage many scholars and practitioners in devising a research agenda and obtaining funding for it that focuses upon the projects most likely to yield the needed knowledge. And collective judgment on what that shall be is better than the judgment of a single individual.

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[3] Nicholas Nash and Jack Culbertson (eds.), Linking Processes in Educational Improvement (Columbus, Ohio: University Council for Educational Administration, 1977); David L. Clark and Egon G. Guba, "The Configurational Perspective: A New View of Educational Knowledge Production and Utilization," Educational Researcher, 4 (April, 1975), 6-9.

With these thoughts in mind, it seemed to me in 1970 that a possible vehicle for getting started on this path, or at least for discussing its desirability and its difficulties, would be a Special Interest Group within AERA. No other SIG existed at that time that could embrace these concerns. A Curriculum Theory Study group had previously met informally at AERA, but those interested in it were few in number and its focus, as will be pointed out later, was really not compatible with the concerns being identified here.

Another group of AERA members, those interested in evaluation of school programs, was gaining significant size and identity. While they certainly had the concerns of practitioners at heart, those related to program evaluation, they may have been oriented more toward the administrative and management issues than to the wide range of curricular questions and the knowledge needs of specialists in curriculum implied by the thrust being discussed here. That group became an official and separate division within AERA in 1971 (Division H - School Evaluation and Program Development) with a stated purpose to encourage the reporting of particular evaluation studies, thus giving status in the research community to this kind of study, and to encourage better interaction between evaluation scholars and users of evaluation reports. Division H developed largely as a political maneuver to gain visibility, status, and representation on the AERA Executive Council, taking with it many Division B members. Division H grew and flourished, and in 1979 AERA launched a new research journal in this area called Educational Evaluation and Policy Analysis, which was to communicate among educational policy-makers the best knowledge available about educational evaluation. While no one could deny the value of this growing attention given by Division H at the beginning of the 1970s to evaluation studies, I decided that Division H was not a likely place for the broad range of research-into-practice concerns of curriculum specialists to take root. I felt certain that a new SIG would be a better place.

Several voices were being heard in the late 1960s that lent some urgency to the matter of connecting research with practice in curriculum more closely. Evidently, others besides myself were gaining the same impression, from hearing AERA papers and from reading the curriculum research literature, that not much research was being conducted keeping consciously in mind the knowledge needs of curriculum practitioners. It struck me as odd that in a field as practical as curriculum so few of the reasons given for doing particular studies seemed to be derived from some practical need in the field. An apparent anti-empiricism showed through much of the work even when the intent was clearly to describe some curricular reality. John I. Goodlad, Division B's first Vice-President (1964-65), stated in 1969, "If the abstract categories of research and discourse with which those scholars deal bear no identifiable relationship to the existential phenomena called curricula, then there is indeed, cause for concern."[4]

I also remember hearing John I. Goodlad's AERA presidential address in 1968. He said, among other things, that research must be restructured to force the theoretical-deductive and the empirical-inductive methods together. He thought this could occur best when "inquires begin and end in the stuff of practice." Intellectual effort should flow easily "from mental to simulated to operational models and back again." "There is a need," he said, "to check the fit and the parallel with respect to conceptual and operational models lest research be barren." He called for close collaboration between the "conceptually-oriented activist and the forward-looking practitioner."[5]

While Goodlad's remarks were intended to apply to all educational research, not just to the curriculum field, Joseph J. Schwab the following year issued a clarion call to curriculum scholars in particular to drop their "inveterate, unexamined, and mistaken reliance on theory" and to turn to "the practical, the quasi-practical, and the electic."[6] A great burst of scholarly discussion was ushered in by Schwab's challenge, which, incidentally, continues right up to the present time.[7] Just what Schwab meant was not entirely clear to most of the people who first attended his call. As his key ideas were gradually shaken out through debate and interpretation, a clear implication emerged that curriculum inquiry should be directed toward accruing concrete data about curricular phenomena as a necessary basis for the creation of any scientific theories of curriculum, that the proper time for such theoretical work would not be very soon because the necessary data upon which to build would be a long time in accruing, and that in the meantime these naturalistic studies might redirect our attention to the practical and eclectic features of curriculum activity, which might imply that we need to acquire knowledge and mastery of the human arts associated with curriculum more than we need to create comprehensive theoretical descriptions of curricular realities.

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[4] John I. Goodlad, "Curriculum: State of the Field," Review of Educational Research, 39 (June, 1969), 369.

[5] John I. Goodlad, "Thought, Invention, and Research in the Advancement of Education," The Educational Forum, 28 (November, 1968), 18.

[6] Joseph J. Schwab, The Practical: A Language for Curriculum (Washington: National Education Association, 1970), pp. 1-2.

Decker Walker in 1970 presented a paper at AERA which set forth a conceptual model of the process of curriculum development that was based upon reports about practice in several actual curriculum projects.[8] His model, which focused upon matters such as platforms, deliberation, and design decisions, phenomena clearly built upon Schwab's ideas of the practical, was offered primarily as a guide for research and was yet another conceptual framework that came forth, probably prematurely, before enough natural history data had been gathered. Walker, however, clearly saw the necessity for this kind of inquiry and took the lead, along with Ian Westbury and William Reid, to produce and to stimulate others to produce several case studies of particular situations involving curriculum policy-making or development in schools or in large-scale curriculum projects. The results are still coming in and are yielding some interesting scientific hypotheses for further testing as well as some potentially useful material with which to deal with the practical and eclectic arts of curriculum.[9]

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[7] "Curriculum problems are theoretical, empirical, and practical," asserts Kiernan Egan in disagreement with Schwab. See Egan's "Some Presuppositions that Determine Curriculum Decisions," Journal of Curriculum Studies, 10 (April-June, 1978), 131. To trace some of the scholarly analysis and debate provoked by Schwab's 1969 AERA address, see articles by Westbury, Wick, and Fox in the Fall, 1972 issue of Curriculum Theory Network; Israel Scheffer, "The Practical as a Focus for Curriculum," in his Reason and Teaching (Indianapolis: Bobbs-Merrill Co., 1973), pp. 31-41; L. B. Daniels, "What is the Language of the Practical?" Curriculum Theory Network, 4 (1975), 239-261; Max J. van Manen, "Linking Ways of Knowing with Ways of Being Practical," Curriculum Inquiry, 6 (No. 3, 1977), 205-228; William A. Reid, Thinking About the Curriculum: The Nature and Treatment of Curriculum Problems (Boston: Routledge & Kegan Paul, 1978); William H. Schubert, "Recalibrating Educational Research: Toward a Focus on Practice," Educational Researcher, 9 (January, 1980), 17-31; F. Michael Connelly and Mirium Ben-Peretz. "Teachers' Roles in the Using and Doing of Research and Curriculum Development," Journal of Curriculum Studies, 12 (April-June, 1980), 95-107. Schwab has recently written another article that extends his earlier work, "The Practical 4: Something for Curriculum Professors to Do," Curriculum Inquiry, 13 (Fall, 1983), 239-265. Responses to this article appear in the same journal, 14:1 and 14:2.

[8] Decker F. Walker, "A Naturalistic Model for Curriculum Development," School Review, 80 (November, 1971), 51-65.

The idea of organizing an AERA SIG to help curriculum scholars get hold of the whole "research-into-practice" problem seemed to me to be a natural consequence of responding to the imperatives before us as curriculum researchers. The SIG was inaugurated and did address this matter to some extent. I would be the last to say that the matter was addressed completely or satisfactorily. Some comments will be offered later on how I think the SIG fared in this regard as the early years of its existence became history.

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[9] William A. Reid and Decker F. Walker (eds.), Case Studies in Curriculum Change (London: Routledge and Kegan Paul, 1975). The foreword is by Joseph J. Schwab. See also Jon Schaffarzick and David H. Hampton (eds.), Strategies for Curriculum Development (Berkeley: McCutchan Publishing Corporation, 1975).

Debate over the value of such studies has developed among curriculum scholars. See F. Michael Connelly, "How Shall We Publish Case Studies of Curriculum Development?" Curriculum Inquiry, 8 (Spring, 1978), 73-82; and K. E. Shaw, "Understanding the Curriculum: The Approach Through Case Studies," Journal of Curriculum Studies, 10 (January-March, 1978), 1-17.

For a summary and analysis of this kind of research see Edmund C. Short, "The Forms and Use of Alternative Curriculum Development Strategies: Policy Implications," Curriculum Inquiry, 13 (No. 1, 1983), 43-64.

Diversifying Curriculum Inquiry Approaches

AERA's Division B, from its beginning in 1964, always permitted, and indeed encouraged, variety in the types of curriculum research methodologies employed by its members. Unlike some other divisions within the Association that most often followed the research models of the behavioral sciences in the 1960s, Division B, Curriculum and Objectives, by the very nature of its special problems and research questions, tended to embrace several modes of inquiry. (See Appendix A for evidence of this openness in the listing of the contents of the annual Division B Call for Papers and Symposia from 1969-1985.) Nevertheless, the impression I had in the late 1960s of what kind of research was dominant in the program presentations of Division B at AERA annual meetings was that it was either behavioral science experimental or theoretical in character.

I have already alluded to the work of an informal group meeting at AERA (but not as part of the official AERA program) during the late 1960s and early 1970s who were concerned with curriculum theory, a group meeting under the name, Curriculum Theory Study Group. This group did have diverse interests and used a variety of research approaches; their primary intent, as I perceived it, was to keep alive research that was concerned with generic questions of curriculum design and structure rather than with questions about particular curriculum content, classroom processes, or the statement of and measurement of learning objectives. Even though a relatively small number of scholars identified themselves with this Curriculum Theory Group, their efforts, I think, were largely welcomed by others in curriculum research and were considered successful. Yet the name of the group presented an image of curriculum research, whether intended or not, that seemed to emphasize the theoretical.[10]

Many scholars, both inside and outside this group, were drawn to take up what could be called the construction of conceptualizations and models in curriculum, a not unimportant thrust if done properly. But for some years this type of study had been increasing in quantity, without, I must say, much critical analysis being undertaken as to the nature of the constructs being proposed or the adequacy of the methods used to derive them. I felt a certain uneasiness with this kind of work as it appeared because it seemed to me to be somewhat misdirected in its purpose. Descriptive theory was clearly its intent, but how could one tell which conceptualization was most valid or most useful? A certain distance from the realities of curriculum practice seemed to be inherent in this kind of research. I knew that in my own sense of the common concerns of practice it is more likely to be prescriptive theory that would be of value. However, prescriptive theory within Division B was not highly esteemed; in fact, it probably could be said to be thought of by most Division B members as in the province of practitioners, if it had value at all, but not in the province of scholarly inquiry. How might prescriptive theory become recognized as a legitimate thrust among a larger number of curriculum scholars?

This question came to be one of the strands of thinking that spurred my interest in forming a SIG in 1970. It took the form of wanting to provide a focal point of attention that would lead to the use of a more diversified array of inquiry approaches in the field of curriculum inquiry, not only scientific forms of inquiry but also normative ones and perhaps still others.

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[10] As far as I was able to detect (I believe attendance was by invitation and I was not present until one of the last meetings held), papers were shared and discussions were held among this group in the interest of supplementing the all-too-little quality and amount of genuine theoretical work that was appearing in the public program sessions of AERA's Division B. This inner-circle of leading curriculum theorists played down its existence, and few outsiders were aware of its purpose or accomplishments. I was admonished by one of its members not to establish a competing group as an AERA SIG because this informal group already existed and further proliferation of sects within the curriculum research field would not be advantageous to anyone.

B. O. Smith, Division B's Vice-President in 1968 and 1969, spoke to the membership at the 1968 Annual Meeting about enlarging the scope of curriculum research and research approaches. A book, published in 1969 by the National Academy of Education, further described and legitimated the possibilities of various forms of inquiry in education.[11] Subtitled, Disciplined Inquiry for Education, this volume countered the dominant view that psychological studies were the only valid way of approaching educational research questions. It demonstrated how political, sociological, economic, historical, humanistic, philosophical, as well as the more familiar empirical studies, were necessary and useful in educational research and practice. It saw as legitimate both evaluative studies and development projects as well. The book clearly urged that research be tied to the concerns of educational practice and demonstrated work from the past that had done this effectively (supporting our point made in the previous section). It also became the authoritative voice urging diversification in forms of research methodology. For me, and for many other curriculum scholars, I'm sure, it became a challenge to action. Its message formed part of the rationale for the formation of the SIG.

It is important also to remember that it was in 1969 that an extraordinary intellectual contribution was made to our self-understanding as curriculum scholars about what kinds of approaches to curriculum inquiry are possible and desirable. Joseph Schwab's invited address to Division B at AERA in 1969 on "The Practical: A

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[11] Lee J. Cronbach and Patrick Suppes (eds.), Research for Tomorrow's Schools: Disciplined Inquiry for Education (New York: The Macmillan Company, 1969).

Language for Curriculum" was the occasion for this contribution.[12] In addition to making the point about the practical nature of curriculum and seeing this as of importance to scholars (the point mentioned in the preceding section of this story), Schwab addressed in this presentation the wrong-headedness of attempting to construct theories before one has become fully immersed in the concrete data of the phenomenon being theorized about. Grounding of theory in this manner, he said, is one of the prerequisites of scientific inquiry. Not only did Schwab lay down this imperative to do empirical studies as a challenge to the prevailing contemporary modes of inquiry that were being used by curriculum scholars; he also showed how the "anticipatory generation of alternatives" was a worthy scholarly activity that is essential if practical deliberation is to produce the best decisions in practice. This "news" seemed to argue in favor of normative inquiry tied to practical development. The ramifications of this set of criticisms and suggestions made by Schwab about methods of conducting curriculum inquiry spurred debate and stimulated new forms of scholarly work in curriculum that continue down to the present time.

These events and voices being heard in the period just prior to 1970 prompted me to think that a SIG could contribute to the expanding and diversifying of the kinds of studies curriculum scholars would undertake and the models of inquiry they would use. This thrust could certainly be coupled with that of seeing the research-into-practice problem in new ways, as was discussed in the preceding section on that topic, in fact, in ways quite compatible with it. And so, the need to create new curriculum knowledge for the practitioner and the need to do that by more diverse methods of inquiry fell into symbiotic relationship as a part of the birth of the idea of the SIG.

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[12] Joseph J. Schwab, "The Practical: A Language for Curriculum." Paper presented at AERA, Los Angeles, February 6, 1969. Later published in The School Review, 78 (November, 1969), 1-23, and in expanded form in a booklet with the same title, published in 1970 by the National Education Association. It was later included in a volume of essays by Schwab (along with two other companion pieces on "The Practical" from The School Review) in Ian Westbury and Neil J. Wilkof (eds.), Science, Curriculum, and Liberal Education (Chicago: The University of Chicago Press, 1978).

The Concept of KP&U

In tracing the influence of the concept of "knowledge production and utilization" (KP&U) on the formation of the SIG, it is necessary to discuss some of my own personal scholarly work during the late 1960s. I came across a book on the subject, published in 1968, that had an appealing conceptual basis for anyone concerned with the research-into-practice problem.[13] It was not a general treatment of the problem but one set in the context of education, educational administration, to be precise. Its treatment of the research-into-practice problem greatly expanded my understanding of the several processes involved in taking knowledge generated through formal inquiry and getting it used in practice. I began to utilize the conceptual structures from the research on knowledge production and utilization and to organize an understanding of the several dimensions of the problem in the context of curriculum research and practice.[14]

It occurred to me that within this framework the place of the prevailing search for comprehensive scientific curriculum theories was indeed quite limited, that there was perhaps room for the generation of descriptive conceptualizations about rather circumscribed curriculum phenomena using particular modes of disciplinary inquiry, but that in the main what ultimately was needed in practice was knowledge of wholes and guides for action, neither of which could be produced by the ordinary methods of disciplinary inquiry, certainly not by the application of empirical science research methods alone.

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[13] Terry L. Eidell and Joanne M. Kitchel (eds.), Knowledge Production and Utilization in Educational Administration (Eugene, Oregon: Center for the Advanced Study of Educational Administration, University of Oregon, 1968).

[14] See two early papers of mine: "A Review of Studies on the General Problem of Knowledge Production and Utilization," 1970. 70 pp. (ERIC: ED 055 022), and "Knowledge Production and Utilization in Curriculum," 1971. 51 pp. (ERIC: ED 055 023). A later article drew upon these ideas. See my "Knowledge Production and Utilization in Curriculum: A Special Case of the General Phenomenon," Review of Educational Research, 43 (Summer, 1973), 237-301.

The idea of studying how research topics are chosen and pursued in the field of curriculum and to what extent the knowledge needs of curriculum practitioners are being addressed by curriculum scholars attracted my interest immediately. It seemed possible to encompass within this research paradigm a large spectrum of diverse talent from among members of the curriculum research community and to open up to them some particular avenues of inquiry that would enable them to respond to the challenge of both Schwab and Goodlad. It might provide a reasonable basis for recasting the notion of curriculum theory to include both descriptive and prescriptive theory. It might enable curriculum scholars to see that a very central reality in the everyday world of curriculum practice is the inevitability of choice, normative choice among alternative viewpoints, values, and assumptions as well as the more concrete choice of purpose, content, or approach for a curriculum. Here, analytic and normative inquiry, as well as empirical methods, might be of value in understanding and acting upon the real world of curriculum.[15] In addition, I thought it might also stimulate scholars associated with Division B, as well as others from other divisions of AERA, to regroup around a recognition of the appropriateness of employing a wide variety of inquiry modes in the field of curriculum and to become more conscious of what is entailed in the competent use of each of these modes of inquiry in the actual conduct of curriculum research.

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[15] This strain of philosophical inquiry and other sorts of non-empirical research had long had a place in curriculum research, although it was probably overshadowed in Division B in the 1960s by the work of the scientific curriculum theorists. There was good reason for the ascendency of empirical methods; so much of the early discourse in the field was subjective and opinionated and lacked empirical grounding. I was conscious, however, of the need for legitimate analytic and normative methods of inquiry to regain their rightful place within the curriculum research community and, therefore, felt the paradigm would stimulate their increased use. See James B. MacDonald, "Curriculum Theory," Journal of Educational Research, 64 (January, 1971), 196-200.

The concept of KP&U applied to the curriculum field defined, in my view, a new way of ordering the elements of focal interest in curriculum research. First of all, it is "knowledge" that we are seeking. The term "knowledge" is general enough to encompass the widest variety of epistemic attainments that scholars of various persuasions might aspire to provide, and yet it is precise enough to rule out any undisciplined, and therefore, unpublic, truth claims that an unenlightened mind might wish to offer. Thus, it is in the best scholarly tradition. "Knowledge," too, is what responsible curriculum practitioners seek to draw upon in making concrete professional decisions about curriculum matters within their jurisdiction. Hunch, superstition, ignorance of facts, bias, personal privilege—anything outside the realm of trustworthy "knowledge"—would not be considered worth relying upon in responsible public decision making such as must occur in establishing or conducting educational programs of whatever kind. Thus, "knowledge" can become a common term in the vocabulary of both the curriculum scholar and the curriculum practitioner. It opens up the possibility of focusing upon something in common.

Secondly, while the purposes of "knowledge production" and "knowledge utilization" are quite different, thus emphasizing the very real difference in the role of the scholar and that of the practitioner, the common term "knowledge" reminds both parties that in either case the quest for knowledge is an elusive thing. Full knowledge is not likely to be grasped through any one form of inquiry by itself, however well and properly pursued, nor is knowledge that is useful in practice likely to be drawn from a single source or discipline. Multiple perspectives are necessary in the knowledge game if we are not to be fooled into thinking the slice is the whole. The curriculum scholar (or any other kind), in pursuing his own form of inquiry, must recognize the validity, indeed the necessity, of other forms of inquiry. The overall research agenda then must never lean too strongly or too long on just one or two types of inquiry in getting at an accurate picture of some domain of concern. Likewise, the curriculum practitioner must recognize that drawing upon a too limited range of knowledge, say from only one discipline, or upon that which bears upon a too limited dimension of the practical problem being faced, is to distort the whole truth more than is necessary. Communication, therefore, among knowledge users and knowledge producers in curriculum is absolutely essential if these two different agendas are to attain compatibility and the knowledge available and the knowledge needed are to be reasonably synchronized.

For most of us this portrayal of the relationship between knowledge production and knowledge utilization in curriculum would seem to be accurate. But do we really understand the relationship and the way it actually works or fails to work? Since it has not been studied directly, we needed to engage in inquiry about this relationship, I thought, if we were to understand it and if we wished to alter or facilitate the transactions that are needed to make the social system of KP&U function well. For me, personally, I found the thought of doing this kind of inquiry intriguing (though difficult to do) and I supposed others in curriculum research would find it equally compelling, once they discovered the intimate connection that exists between knowledge in scholarship and knowledge in practice, and the importance of understanding and facilitating the entire knowledge system.[16]

I knew in 1970 that many of my colleagues in curriculum research did not fully understand what I was just beginning to grasp myself about KP&U, but I anticipated that the value of the concept of KP&U would readily become apparent to them once it was brought into the context of curriculum research. I was naive, of course, in thinking this. As it turned out, whatever significance KP&U may possibly have for ordering our concerns in curriculum research and practice, it was missed by most people that came into contact with the SIG or with my own writing on the subject. Granted, not a great deal of effort, certainly not enough effort, was put into explaining this or communicating it to others, and it soon became obvious that one or two persons, trying to convey the message, could not possibly command the attention necessary for them to embrace the concept of KP&U in curriculum that I originally thought would be quickly accomplished. So be it; but it is all the more surprising that the SIG, which officially in name and purpose embraced KP&U, should continue to exist, virtually unchallenged, for so long under that banner. This anomaly I want to consider later in this story.

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[16] Burkart Holzner and John H. Marx. Knowledge Application: The Knowledge System in Society (Boston: Allyn & Bacon, 1979).

A word now about the politics of naming the SIG. If I had sought to employ the terms KP&U in the name of the SIG, when it came time to propose a name, I felt I would immediately alienate those scholars in the field of curriculum research who were inclined to think the language of "production and utilization" to be too "technical." We already had a great many scholars who embraced this kind of technical and rationalistic language, and I wanted to attract more of their opposites, indeed those of all sorts of leanings philosophically and epistemologically, in order to gain among the membership of the SIG that polyfocal range of perspectives that has been mentioned. Besides, though I was attracted intellectually to the concept of KP&U myself, I have always personally leaned more toward humanistic language and perspectives than toward technical and rationalistic language.[17] And so, I thought I should find words to use in the SIG name that took account of these concerns. It came out "Creation and Utilization of Curriculum Knowledge." Whether the name elicited the interest of those I hoped it would, and helped avoid alienating those I hoped it would not, I cannot truly say. Maybe names don't really matter that much. The one chosen certainly didn't seem to bother too many who came to be SIG members but who didn't really grasp the concept of KP&U or didn't wish to orient their own research around it. They just used the SIG for their own purposes.

THE EFFORT TO ORGANIZE

In the fall of 1970, I circulated to a handful of colleagues a paper prepared for presentation at AERA in February, 1971, in New York City, in which I displayed the scholarly potential of using the knowledge production and utilization paradigm for studying curriculum research and practice.[18] I sought the advice of thesecolleagues about whether they thought that this new framework might provide a way for curriculum research to overcome some of its unfruitful tendencies and to expand both its concerns and its methods of inquiry. The responses I received were not altogether supportive of the idea, but it was suggested that getting interested people together to discuss the possibilities of this proposed new thrust would be advantageous.

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[17] It has long been my personal belief that the practice of curriculum is essentially an instance of human activity which falls into the category of moral acts (or political) and that the language employed to describe or conduct this kind of activity must be a kind that fits the domain of moral discourse. Professor Dwayne Huebner, under whom I studied at Teachers College, Columbia University in 1962 and 1963, wrote a paper, which he shared with his students, on the topic, "Notes Toward a Framework for Curriculum Inquiry." This paper forcefully drew our attribution to the importance of the choice of concepts and language in any kind of inquiry, especially curriculum inquiry. Huebner has continued to keep this matter before his colleagues over the years. His best known analysis of curricular language appeared in, "Curricular Language and Classroom Meanings," pp. 8-26, in James B. MacDonald and Robert R. Leeper (eds.), Language and Meaning (Washington, D.C.: Association for Supervision and Curriculum Development, 1966). In 1978, another curriculum scholar pointed to the language of moral discourse as the proper language for curriculum research and practice. See William A Reid, Thinking about the Curriculum: The Nature and Treatment of Curriculum Problems (Boston: Routledge & Kean, Paul, 1978).

[18] See the second title in Footnote 14.

AERA had begun to consider the development of special interest groups which would meet during the Annual Meetings for informal discussions and other activities not restricted to the format of paper reading sessions that customarily made up the bulk of the program. Pressure for such groups stemmed largely from a feeling that certain topics or lines of research seldom were given time on the program and that ways should be provided for persons with like interests to share their work even if it did not survive the review process for formal program presentation. (Later SIG papers were to come under review before receiving places in the SIG sessions as well.) Besides, time limitations did not often permit topics of interest to be pursued following presentation despite the desire of listeners to discuss them more thoroughly. Thus, from the first appearance of Special Interest Groups at the 1969 Annual Meeting, there was lively and vigorous support for them. Nineteen different ones held sessions in 1969 and 25 in 1970. I thought the Special Interest Group format offered just what was needed for bringing together curriculum scholars who might wish to explore the idea of knowledge production and utilization in curriculum.

One of the original AERA SIGs was on "Research Utilization." It had developed among researchers primarily associated with the Regional Educational Research Laboratories supported by federal funds. I had attended sessions of this group both in 1969 and 1970 and had found scholars at work there on matters paralleling my own interests in the research-into-practice problem. I had drawn heavily upon work being shared through this SIG and upon sources outside education that had converged around the would-be discipline of Research Utilization when I prepared my background paper on the general problem of knowledge production and utilization in 1970.[19] It was natural, therefore, for me to consider asking the Research Utilization SIG for a session in which we might explore the potential of a new research thrust along related lines in the field of curriculum. After some consultation with leaders of this SIG, I realized that their available time on the 1971 program was already fully committed and that our topic was broader anyway than their emphasis upon research utilization and that theirs was not limited to the curriculum field. The match would not be very exact. I decided, therefore, to seek a separate opportunity for a SIG group to convene in 1971 on the topic of knowledge production and utilization in curriculum.

On October 7, 1970, I sent out a letter to a fairly large number of persons in AERA who, I felt, might have an interest in this topic, inviting them to join me in petitioning AERA for a Special Interest Group on "Creation and Utilization of Curriculum Knowledge." The letter indicated what was required by AERA in order to form a SIG. It included a draft petition and indicated that our first step would be to hold an organizational meeting at AERA in February, 1971 (See Appendix B). The petition stated, in part, that the SIG's purpose would be:

> "to draw together those AERA researchers whose work is focused upon the advancement of knowledge in curriculum. The phenomena to be considered basic to curriculum as a field of study in this SIG are those susceptible to inquiry by means of any and all of the known formalized methods of scholarship. The interest area for this SIG is thus conceived very broadly, but it is to be limited by its consideration of questions that pertain strictly to curriculum in general and not to particular segments of a curriculum nor to particular substantive choices. These questions

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[19] See the first title in footnote 14.

> might be directed, therefore, for example, toward the accumulation of generic knowledge about curriculum definitions, model programs, curriculum designs, the curriculum development process, curriculum objectives, criteria for the selection of curriculum content and methods of organization, curriculum evaluation, and other aspects of theoretical and practical import for the creation of improved educational programs."

it was suggested that the group might deal with problems such as:

> "1) the difficulty of maintaining liaison with others conducting work in the same field, 2) how to step up quality productivity in the field, 3) what can be done to bring together the scattered literature of the field, 4) the identification of areas of the field where new knowledge is urgently needed, 5) whether analysis, synthesis, and reformulation of knowledge within the field needs to be undertaken for the benefit of various users of that knowledge, and 6) what steps could be taken to improve the linkage between the creation and utilization of curriculum knowledge."

Possible consequences envisioned from the formation of such a group were listed as follows:

> "new and varied presentations of research in curriculum at AERA, improved communication among scholars between meetings, developing cooperation with other organizations and agencies that play a part in the creation and utilization of curriculum knowledge, better contact with the users of curriculum knowledge for purposes of both identification of their knowledge requirements and speeding their use of what is known, and increasing the prestige and value placed upon this field of knowledge by those not yet familiar with it."

Fewer than the required thirty persons responded in support of forming this new SIG in late 1970.

A session was arranged at the 1971 Annual Meeting in New York City, which was listed as an organizational meeting in the official program, for February 5, 9:45 a.m., in the Americana Hotel (Session S-29-1). In January, I sent an invitation to attend to all those who had received my earlier letter (See Appendix C). It included the following elaboration of the earlier description of the SIG:

> "Only one kind of curriculum research is to be encompassed by the work of this SIG. The focus of this research is to be upon the study of the creation and utilization of curriculum knowledge. The phenomena of interest in this domain are the inputs, processes, and products both of curriculum inquiry and of the utilization of such created knowledge. Neither the generation of particular items or systems of curriculum knowledge nor the use of any such knowledge is the intent of this kind of research activity. Rather, its purpose is to attain a more thorough understanding of the phenomenon of the creation and utilization of curriculum knowledge itself, and, ultimately to contribute to the improvement of the conduct of these activities. Thus, it is to be concerned with research on a particular type of research-into-practice problem. Studies appropriate to this kind of problem and within the limits of the stated purpose would seek to identify variables at work in these interrelated activities, would attempt to explain various relationships between them, and would provide guidelines for action based on this extended understanding of the phenomena. The difficulties encountered in producing curriculum knowledge that is needed and which will be used cannot be reduced until the phenomenon is better understood and related practical questions are answered. Attention of curriculum researchers can be drawn to these matters if they are in touch with each other through this SIG."

The meeting convened with a handful of persons present. They discussed the proposed SIG's purposes and possible activities, generally supported the idea of organizing a SIG and meeting again in 1972, and made suggestions for future topics to be discussed.

It was already evident in this meeting that not all who supported the organization of the SIG understood its focus to be restricted to inquiry in the area of knowledge production and utilization in curriculum. The brief time spent in this session was not sufficient to clear up its limited intent, but since so few were present, it was thought that others not present might wish to embrace the SIG's purpose and should be given the opportunity to do so, rather than for this small convened group to decide that not enough interest existed to justify organization of a SIG. Consequently, at the request of those present at the February 5th meeting, I sent out on February 17th a letter reporting the thinking of the group and the names of key persons who had declared their support and paid their membership fees. I asked for additional members to join those already on the list. A series of major questions was included which might be addressed by the group, and an invitation was extended to make suggestions on the purposes of the group, on possible activities, and on studies that might be represented at the 1972 meeting. (See Appendix D.) The response to this letter was no doubt augmented by the presentation of my paper on February 7th at AERA (Session B-22) on "Knowledge Production and Utilization in Curriculum," before an audience of approximately 70 persons.[20] A number of requests for copies came, and I sent out over 50.

By early April, the number of persons subscribing as members of the new group has risen to 34 persons. On April 21, 1971, I submitted our petition to AERA to form this SIG, together with the list of members, and paid the designated assessment of $50. An official letter receiving the SIG on "Creation and Utilization of Curriculum Knowledge" into AERA was forwarded to me immediately. Edmund C. Short (The University of Toledo) and Paul R. Klohr (The Ohio State University) agreed to serve as Acting Co-Chairmen and George J. Posner (State University of New York at Albany) agreed to serve as Acting Secretary during the period of formation. (See Appendix E)

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[20] See the second title in Footnote 14.

Thus this SIG came upon the scene in curriculum research. Its initial membership was neither terribly determined to start in a new direction nor passionately opposed to what had gone before. It had no lofty vision of what could be achieved under a largely puzzling new banner. Yet, something compelled this small group to join together in seeking dialogue within a new context about their common interests in curriculum inquiry. Beneath the relatively easy act of forming a SIG within AERA lay an abundance of unarticulated concerns and creative research aspirations that would, over the next several years, form the substance of considerable interest and dialogue among a relatively large number of persons who found themselves drawn inexplicably to this informal group.

Personally, I was both hopeful and sceptical about what might happen through the SIG. The ideas that ultimately led me to take steps toward formation of the group were ones that were not profoundly insightful about what might be the best possible focus for curriculum research. There were, and are, no doubt, other important new directions that could have been addressed. But I did recognize the inherent possibilities of the knowledge production and utilization paradigm as one potentially fruitful focus of attention for curriculum scholarship. It seemed to permit forward movement in this field and to be capable of responding to many of the straws that were blowing in the wind at the time. I could see its bringing into some conceptual relationship: curriculum research and curriculum practice, both descriptive and prescriptive curriculum theory, and empirical, naturalistic, and normative modes of inquiry. I could also see, in posing this new conceptual thrust, the possibility of spurring a dwindling and often uncreative curriculum research community toward a new image of itself and its potential accomplishments. I could see in the formation of an organized group focused upon this topic an opportunity to overcome the isolation and lack of mutual stimulation that was characteristic of curriculum scholars. And, I could see the possibilities of drawing upon seldom utilized disciplines in enriching the choice of curriculum research topics and methods -- ones like "research utilization," "zetetics." and "epistemology." All these ideas came together in a synthesis that demanded I act to explore these possibilities with colleagues. It seemed to be a good approach toward advancing excellence in the field of curriculum inquiry, and I had to see where it would lead.

The formation of this group on "Creation and Utilization of Curriculum Knowledge" as an AERA Special Interest Group implied that it would be organized informally, share in some limited program time at the Annual Meetings, and conduct whatever activities its members decided upon. Few constraints or guidelines were imposed upon SIGs by AERA. They could retain their standing by submitting annually a list of at least 30 members who were AERA members (although non-members could belong to SIGs) and a check for $50.00 to help cover expenses of meeting rooms and publicity.

Within the decision-making processes of AERA, SIGs had no official role. A SIG Coordinator was usually appointed by the AERA Program Chairperson annually to represent these groups in the allocation of program time. Once in a while such a person would testify before the AERA Association Council on their behalf, but there was no voting power for SIGs (only for AERA Divisions). Early in 1970, the Association began to feel some political pressure to grant some role to SIGs within the governance of the organization. Some of them were gaining considerable following and were presenting program sessions as good if not better in quality than those resulting from the review processes within the Divisions. The advent of SIGs certainly had given the Association Annual Meetings a shot in the arm that was easily recognized by many AERA members who attended both before and after their appearance. There was concern developing among SIGs over policy that might bear upon their welfare as well as over a need by some groups for more program time to be allocated because of their large numbers and an increasing tendency to refer papers for consideration to the SIGs rather than through the Divisions. Without a voice in Association governance, the SIGs could not readily advance their concerns. AERA President Robert Gagne appointed in mid-1970 an Ad Hoc Committee on Special Interest Group Policies and Procedures which reported its recommendations to the Council in May, 1971.[21] It urged a Council seat for a SIG representative, but the Council did not support this recommendation. Most of the other recommendations concerning program space, publicity, and guidelines for forming and conducting SIGs were supported by the Council.

The context into which the new SIG on "Creation and Utilization of Curriculum Knowledge" was born was, consequently, one that permitted a good deal of latitude in the choice of its activities and its use of Annual Meeting program time. It had no clout within AERA and did not seek it. The fact that its members would meet only once a year at the Annual Meeting meant that this informal organization would be likely to achieve only rather limited goals. The volunteer officers began to communicate with each other between the 1971 and 1972 meetings to consider what the organization might be able to do and how best to utilize the sessions allocated to it for 1972. Reference to the notes which I kept during this period indicates most of the attention went into thinking about topics and papers for the 1972 sessions, but a review was also made of suggestions sent in by the members for other kinds of activities. By the end of the 1971-1972 year I received the $2.00 per person dues and several written suggestions in response to our letters from a total of 45 persons. There was very little convergence apparent among these ideas, however.

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[21] Final Report, Ad Hoc Committee on Special Interest Group Policies and Procedures May 6, 1971, Desmond L. Cook, Chairman, 12 pp. and attachments. (mimeographed)

I met in Columbus with Paul Klohr on October 8, 1971, to discuss and evaluate the ideas we had received. On the matter of the SIG purposes, there was a large measure of assent and very little offered that might suggest that a revision of the stated purpose was advisable. As for other activities, it was obvious that curriculum researchers wanted time to talk informally to each other at the Annual Meeting and perhaps also needed a way to share their work and their concerns between meetings. We resolved at this point to try to do only two things during this first year: to plan the 1972 sessions to include both a paper session and an informal session to discuss the group's focus and interests, and to inaugurate a Newsletter.

Reflections on the SIG Fifteen Years Later

On the matter of the "research-into-practice" problem, I think the SIG did not ever really come to grips with this concern during the 1970-1984 period. I can recall a few studies that appeared on the AERA program that did take this matter seriously and attempted to study it in particular situations, but I doubt that these studies were prompted by anything the SIG did. In fact, to my knowledge, informal discussion of the topic arose very seldom. There was no head-on recognition by SIG members of this problem as one needing attention, and cues as to its possible importance in curriculum were not picked up. I cannot account for these facts; they simply are the case. In retrospect, I believe the "research-into-practice" problem is still an important one in the creation and utilization of curriculum knowledge, and in

1984 we are but slightly more aware of its importance than we were in 1970. According to advance announcements, the new ASCD Journal of Curriculum and Supervision (due to appear in 1985) may do something about this gap in the curriculum field.

I would say that the SIG has had some impact in diversifying the kinds of research approaches utilized in curriculum inquiry over the years from 1970 to 1984. As we shall see in Chapter 3, program papers offered at both SIG sessions and Division B sessions of AERA show an increasingly diverse range of inquiry modes over this fifteen year period. The SIG not only encouraged this trend in its acceptance of papers for program time, but it also provided a point of contact for persons exploring similar new forms of inquiry to meet and talk with each other. This environment supported many new approaches that now are accepted regularly by many journals, and it did so at a time when curriculum researchers most needed to be heard and to find colleagues interested in similar approaches. I think too that there operated during this early period a kind of sanctioning of only the best work that was being offered. This may account in part for the growing acceptance of the new types of curriculum inquiry that has generally occurred during the past fifteen years.

Though the SIG has not embraced the concept of KP&U in curriculum, I no longer wonder whether it might have or should have done so. It was not a concept that fired the imagination of SIG members. I am surprised that it remains embedded in the SIG's name because it should have turned away many persons for whom other matters were more central. This name, however, seems not to have prevented people with diverse interests from affiliating with and pursuing their various agendas within the SIG. An effort to revise the name in 1978, in order to reflect more accurately what the SIG meant to deal with, failed. No one could think of an appropriate new name or word a more acceptable focus. Thus, the concept of KP&U

in curriculum remains associated with the SIG name and stated purpose, but it carries no literal meaning. On the other hand, the name and the concept do not seem to stand in the way of members using the SIG for other significant purposes. I hope that in time an updated focus and a more accurate name can be formulated and accepted. These are important aspects of any group's identity and attraction. Without truth in labeling, the SIG runs the risk of being seen as void of any significant focus and purpose or of failing to attract those who might be served by it. If indeed that should become the case, it should die.

On the whole, from the perspective of 1984, I view the effort to organize the SIG to have been a worthy activity. I have seen enough things occur through its meetings, activities, and informal networks to believe that the SIG has served a useful purpose over the last fifteen years. I think someone would have had to organize something like it if it had not been started in 1971 and sustained ever since. It may not be the best SIG that could have been developed, but evidently it has been good enough for enough people for it to survive. Who can ask more of an informal scholarly interest group? For me, the SIG has made a valid contribution toward excellence in curriculum inquiry, and I am glad to have been a part of that quest.

Chapter Two

PROFESSIONAL ACTIVITIES OF THE SIG

George H. Willis

In the preceding chapter Edmund Short describes how the AERA SIG on Creation and Utilization of Curriculum Knowledge initially formed around three concerns: (1) the research-into-practice problem, (2) the need to break away from techniques of empirical or theoretical science and from pseudo-philosophical talk about curriculum in order to promote diversified methodological and scholarly approaches to curriculum inquiry, and (3) the concept of knowledge production and utilization as applied to curriculum. In Chapter Three William Schubert verifies the development of the SIG around these concerns by examining how they have been reflected in scholarly contributions sponsored by the SIG at AERA Annual Meetings. I am in essential agreement with my two colleague, and in this chapter, I attempt to describe the variety of professional activities which the SIG has undertaken over the years and in which these concerns have manifested themselves.

However, this chapter should not be construed as an attempt to explain the activities of the SIG in narrow terms only. While the three concerns can and should be conceived as broadly as possible, they still do not exhaust the interests and the aspirations brought to the SIG by its individual members over the years. In many ways the history of the SIG can best be explained as a failure to fashion a highly specific agenda but a success in providing opportunities for scholars and researchers to study curriculum by sharing their ideas, however diverse. Over the years members have joined or left the SIG for their own reasons. No doubt some who have left have been disappointed that their interests had not been met or their agenda not adopted. No doubt many who have remained have found satisfaction in the professional activities and the scholarly contributions of the SIG. Despite any personal disappointments they may have experienced, individual members who have remained have not been doctrinaire. The membership has in general been open to multiple perspectives on curriculum studies and the communication of these perspectives. Commitment has been to the advancement of knowledge by the field, hence to what Short describes as the general purpose of fostering excellence in curriculum inquiry. Few members have in reality been particularly concerned about the name of the SIG, a specific definition of knowledge production and utilization, or a statement of purpose. Instead, they have used the SIG to advance their own concerns about curriculum inquiry, although their concerns often have been largely the same as the three concerns identified by Short and Schubert. That the SIG has flourished is attributable, I think, to the flexibility of the SIG itself, of its central concerns, and of its individual members. Because of its flexibility, the SIG has been since its inception a principal means within the field for rapidly identifying, disseminating, and, in some cases, advancing the most up-to-date thinking and knowledge available about curriculum. Its professional activities have largely served such ends.

PURPOSE AND HISTORY

My own view is that much of the history of the SIG and its professional activities can be explained in terms of the forces that were at work in the curriculum field in the late '60s and early '70s. By the late '60s much of the national thrust of the post-Sputnik curriculum reform movement had played itself out, and many members of the field were ready for a return to traditional approaches to the problems of creating and implementing school programs. Within such organizations as the American Educational Research Association the legacy of the '60s was different and essentially two-fold, however. First, AERA had grown considerably in size and influence during a period of national attention to and federal funding for curriculum reform. The assumptions of many researchers newly drawn to curriculum problems were basically those of the reform movement itself and of

AERA at large: postulate theoretical principles to be used to best design curricula; then conduct experimental, empirical research collecting data to be used directly to validate theory and effectively to implement curricula appropriately designed. Second, countering this first legacy was the fact that concern for the intellectual adequacy of curriculum principles and procedures had become legitimated. Thus there was room within AERA for talk about the nature of curriculum itself and the relationship between theory and practice, regardless of the differing assumptions and beliefs of different speakers.

These conflicting forces both outside and within AERA were in 1969 given particular visibility to me (at that time a doctoral student in curriculum) by John Goodlad's review of the curriculum field,[1] in which he stressed the need for historicism and ways of linking theoretical discourse and existential practice; and by Joseph Schwab's invitation to "the practical,"[2] originally the Division B invited address at the 1969 Annual Meeting. Both of these I have long since come to regard as urgings that the field live up to the best of its Deweyan traditions. However, regardless of specific manifestations of forces, the late '60s and early '70s were, I think, a time of considerable ferment and considerable promise for the field. There was certainly a sense that the field could be advanced both intellectually and practically, even if there was little agreement on exactly how. For instance, not only was the SIG founded during this period, but Curriculum Theory Network (later re-named Curriculum Inquiry) began modestly in 1968 but quickly grew into a major journal; annual curriculum theory conferences began, leading to the found in 1979 of another major journal, The Journal of Curriculum Theorizing; and interest waxed in curriculum history, leading to the founding of the Society for the Study of Curriculum History in the late '70s. Perhaps similar forces were at work in England, initiating publication of the Journal of Curriculum Studies in 1968; and, later, in Australia, initiating publication of Curriculum Perspectives in 1980. Within AERA, strivings to advance the field in the ways articulated by Goodlad and Schwab passed a major milestone when at the 1981 Annual Meeting in Los Angeles Division B voted to change its name from "Curriculum and Objectives" to "Curriculum Studies," thereby giving public notice that within Division B the second legacy of the '60s had predominated over the first and helping to push AERA further in the direction of the broadened conception of general educational research toward which it has been moving in recent years. How great a role the SIG played in such changes with AERA is matter of speculation. How great an influence such changes within the curriculum field will have in the long run on school practice is a matter for speculation in the future.

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[1] John I. Goodlad, "Curriculum: State of the Field," Review of Educational Research 39, 3 (June), 1969.

[2] Joseph J. Schwab, "The Practical: A Language for Curriculum." S[illegible]l Review 78 (Autumn), 1969.

Although I was only dimly aware of the existence of the SIG prior to 1973, the year I joined, I believe Edmund Short captured much of the ferment and excitement of the times in organizing the SIG during 1970-71. Certainly he convinced some major figures in the field that the concept of knowledge production and utilization could provide a focus for important work in curriculum. Nonetheless, his persuasiveness was not matched by the clarity of the concept itself. The stated purpose of the SIG[3] left considerable room for interpretation, and no doubt many of the earliest members were puzzled by the concept and concerned about establishing an agenda for the SIG. For instance, my first contact with the SIG was at the 1973 business meeting in New Orleans, and I vividly recall the presence both of prominent members of the field with rather different orientations to curriculum and of much solemn talk about how the SIG had to become "task oriented" if it hoped to survive. Fortunately, such dire predictions proved to be unfounded, but many professional activities of the SIG in its early years accentuated efforts to define precisely the purpose of the SIG and to carry out tasks that would give it a distinct identity.

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[3] See Chapter I for the text of Short's letter of invitation (January 1971) stating the purpose of the SIG, and for his account of its founding.

Efforts directed at such ends generated interest and attention but were largely unsuccessful. Perusal of early issues of the SIG Newsletter reveal some of these efforts (See Appendix F). Issue No. 1 (October 1971) states that the SIG "will focus upon certain aspects of curriculum research which until now have received little formal attention" and prints Short's original statement of purpose. It reports that the SIG may engage in projects suggested by members which address needs "for developing mechanisms for sharing bibliographies and papers, for preparing reviews of research for use by the larger body of curriculum researchers and practitioners, for conducting joint activities with the AERA SIG on 'Research Utilization,' for seeking funding and sponsoring specific research studies, etc." It also contains a statement from Acting Co-Chair Paul Klohr that what is "needed most to move ahead" is a means of "organizing knowledge about curriculum theory" in order to "examine it and make use of it." Issue No. 2 (April 1972) contains an explanation by Short of the SIG's purpose, clearly an effort to clarify and to elaborate on the original statement. Issue No. 3 (June 1972) reports that the 1972 "business meeting of the SIG centered around proposing tasks that might be carried out by SIG members and the group at large...." It invites members to assume responsibility for specific tasks and includes a checklist of twenty-four such tasks for which individual members could indicate willingness to assume responsibility. These tasks range from serving as a SIG officer, to enrolling graduate students in the SIG, to identifying and analyzing curriculum papers and issues, to explaining "how to move from descriptive findings to programmatic statements in curriculum." Issue No. 5 (June 1973) lists eleven tasks suggested at the 1973 business meeting, including "Identify alternative ideologies and rationales for curriculum" and "Study how curriculum workers use knowledge of curriculum and knowledge from the disciplines." It also requests that all SIG members submit "Three Basic Questions" in order to help identify the central questions which need to be researched in curriculum. Finally, Issue No. 6 (April 1974), under the heading "Making Clear the Focus of the SIG," notes that its name often leaves people puzzled about its purpose and offers the following statement (no doubt written by Short):

> The SIG is intended to provide a focus for researchers who see their work directed toward the generation of publicly verifiable statements about pheonomena within any aspect of the curriculum domain (however defined); toward understanding the several dimensions of the process of supplying and using such knowledge in the enhancement of curricular practice; and toward improving the skills of curriculum researchers in knowledge creation, and the skills of curriculum practitioners in knowledge utilization.

These early efforts to define the purpose of the SIG and to generate a specific agenda drew relatively little response. Neither clarity about purpose nor consensus about important tasks emerged. While this apparent lack of progress caused considerable concern among SIG officers, the SIG continued to survive and to function. The number of SIG members held remarkably constant (between 80 and 83) during each of the first three years. Although there was some turnover within the membership after the first year, a substantial core of original members remained. What seems to have been happening was that the SIG was indeed defining itself, but not in the conspicuous ways with which it seemed preoccupied. Instead, the scholarly contributions it was beginning to promote (described by William Schubert in Chapter 3) and the less conscious but related professional activities it was in fact undertaking (described later in this chapter) were providing a working definition. This definition was then — and has since remained — rather open-ended. Members have used the SIG in a variety of ways for keeping in touch with scholarly developments in the field and contributing to them. They have used it as a platform for trying out new ideas. Since the SIG has been open to diverse points of view, it has perhaps better carried out the role of communicator of wide-ranging ideas and knowledge about curriculum than would have been the case had it defined itself more precisely but more narrowly in its early years. Had a consensus emerged early about an agenda of tasks, certain grandiose schemes might have been realized, but perhaps at the expense of the flexibility that has permitted the SIG to pursue a variety of less formal and often ad hoc initiatives.

In any case, although the SIG continued after 1974 to evolve its working definition of itself, it made just one more major attempt to define its purpose precisely and to establish a formal agenda of work for itself. This attempt culminated in 1977. Newsletter Issue No. 8 (March 1975)[4] had invited members to participate at the 1975 business meeting in a discussion of the "existence of the SIG in its present form" and had asked those unable to attend to express by mail their preference for "keeping the present focus for the SIG," or "dissolving the SIG with its present focus," or "expanding the focus of the SIG" in whatever ways they wished to designate. My recollection is that discussions at the business meeting were inconclusive and returns from the survey were sparse; however, in the next issue of the Newsletter in March 1976 (erroneously designated as No. 8 also) two members of the SIG accepted the invitation and presented a concrete suggestion for a new format and focus for the SIG. Daniel and Laurel Tanner proposed:

> Beginning with the 1977 meeting of AERA, the Special Interest Group on Creation and Utilization of Curriculum Knowledge will focus on problems and issues concerning curriculum policy — including the effects of policy on the interpretation of curriculum research and on programs and practices in curriculum development. The Special Interest Group will follow a new format and will be organized around a symposium, and invited speaker, and selected papers.

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[4] Two issues of the Newsletter bore No. 8. The March 1975 issue correctly designated itself No. 8; the March 1976 issue erroneously bore the same number.

The immediate result of this suggestion was to spark considerable discussion at the 1976 business meeting in San Francisco about focusing the SIG on curriculum policy. While the Tanners' suggestion was neither formally accepted nor rejected, several actions consistent with it were taken. First, the SIG established a Coordinating Council in order to broaden its leadership and to guide its future directions. The Council was to seek the advice of as many members of the SIG as possible. Members of the original Council were Edmund Short, Laurel Tanner, Daniel Tanner, William Schubert, William Pinar, and George Willis. Later G. Harry Cannon and George Posner were added. Second, Daniel Tanner was elected Program Chair, particularly to develop the suggested format for AERA sessions sponsored by the SIG. Third, the SIG renewed attempts to engage its members in a series of working tasks.

To follow up on these efforts the Coordinating Council decided to set aside time early in the 1977 Annual Meeting to discuss the future of the SIG with its members, to formulate resolutions, and to nominate a slate of officers for presentation later at the formal business meeting. Newsletter Issue No. 10 (March 1977) contained notice of this meeting and its purposes and urged all interested members to attend. Though sparsely attended, this meeting generated discussion which carried over into the better attended business meeting and resulted in consensus the the SIG should resolve the issue of what its name and purpose should be and that it should establish several working sub-groups to carry out tasks in which some members had expressed interest. Accordingly, Newsletter Issue No. 11 (August 1977) carried two pertinent notices. The first invited members to submit suggestions for a new name and statement of purpose for the SIG supported by a 100-200 word rationale. It promised that any plausible alternatives suggested would be submitted to a referendum of the entire SIG membership, and it carried the existing name, statement of purpose, and rationale as follows:

Name: Creation and Utilization of Curriculum Knowledge.

Purpose: To focus on the study of the creation and utilization of curriculum knowledge, the need for such knowledge, and the methodologies for its generation.

Rationale: This focus: (1) recognizes the limited potential of studies directed at theory-building in the curriculum field and encourages a wide range of research and inquiry; (2) stresses the importance of both directing studies toward practical aspects and problems of the field and identifying from practice those aspects and problems about which the creation of valid and trustworthy knowledge is most needed; (3) encourages the examination of the process of knowledge creation and utilization in curriculum while still adopting an all-encompassing conceptualization of research in curriculum that enables those who wish to advance the frontiers of the field to be included within the dialogue established among SIG members without feeling compelled to subscribe to a restricting paradigm for research; (4) is necessarily not as broad as the scope of attention of Division B of AERA; and (5) enables curriculum scholars who wish to be particularly self-conscious about the legitimacy and the quality of their work to share in studies and discussions that will mutually enhance the espistemic and utilitarian character of research productivity within the curriculum field.

A second notice invited SIG members to participate in the work of five sub-groups which were forming. The first sub-group was to extend the work William Schubert had done on the history of curriculum development literature. Schubert was the coordinator. The second was to develop channels of communication among SIG members, particularly about research and professional activities. Louise Hock was the coordinator. The third was to identify methods of scholarly analysis, synthesis, and organization of curriculum materials. Tom Vickery was the coordinator. The fourth was to improve the classificatory system for literature and materials in curriculum, particularly the descriptors used in retrieval systems. Pauline Rothstein was the coordinator. The fifth was to use the SIG as national archivist and clearinghouse for all papers and research in curriculum inquiry. Edmund Short was the coordinator. Thus, in 1977 the SIG made a major attempt to resolve the issues concerning its identity which it had thought needed resolving ever since its founding.

The lack of response to the invitations in Newsletter Issue No. 11 eventually provided considerable resolution. There were no suggestions for a new name and statement of purpose, nor have any been seriously proposed in the ensuing years. Coordinators of the sub-groups received few contacts, and the work these groups might have undertaken remains incomplete (with the exception of the first sub-group, whose work was essentially the project of a single person). The Coordinating Council remained in existence for an additional year (1978-79) but then was not renewed. While these events can be interpreted negatively, a more accurate interpretation is probably that the SIG had then — and has since — settled into a comfortable and worthwhile role for itself, one with which its members are basically satisfied. Indeed, membership, which had dwindled to an all-time low of 52 in 1975-76, spurted to an all-time high of 124 in 1977-78 and has since remained remarkably constant at approximately 100 in each of the ensuing years. The name, statement of purpose, and rationale printed in Issue No. 11 have proved broad and flexible enough to satisfy most members and to accommodate the variety of professional and scholarly activities which have given the SIG its real identity. What was most gained by this last major attempt of the SIG to define a purpose for itself with precision was not, in my opinion, some tangible change. Rather, it was the confidence that its original identity was viable. The SIG was broadened and improved by new emphasis upon curriculum policy and by new directions for program sessions which emerged during this time, just as it has been broadened and improved by other developments before and since; moreover, during this time the SIG began to understand clearly that flexibility of purpose rather than preciseness of purpose defined its existence. Its history has been one in which members often could pursue their own best purposes for advancing knowledge about curriculum.

Organization and Membership[5]

At the time of this writing the SIG has never adopted a constitution. In recent years AERA has seriously considered requiring each to its special interest groups to adopt a constitution but thus far has merely made this idea a recommendation. In anticipation that this recommendation might become a requirement, the SIG at several recent business meetings has considered drawing u a constitution; however, the feeling of the members present at these meetings has been that since the SIG has operated well informally, it needs to adopt a constitution only if required to do so. This feeling seems to typify the history of the SIG as an organization without political ambitions (for instance, to become a new division within AERA, as several special interest groups have done) or a specific purpose aside from advancing knowledge about curriculum. The organizational structure of the SIG has evolved over the years and remained fluid; officers elected at each year's business meeting have been volunteers, no office having yet been contested by two or more candidates; and members have become members merely by expressing a desire to do so and by paying their dues. Informality has been the hallmark.

The organizational structure which has emerged derived from the tasks performed in the early years by the SIG's founder, Edmund Short. There are five basic tasks which need to be performed in order to keep the SIG functioning: coordinating the overall operations of the SIG, recording its activities, accounting for its finances, editing its publications, and developing its programs for Annual Meetings. Each of these tasks has been performed at times by a separate SIG officer, although there has often been considerable overlap of duties and sharing of responsibility with other officers and members. Over the years these five tasks have been performed by as few as two persons in any one year and by as many as six persons. By 1981-82 these tasks had been consolidated into three SIG offices.

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[5] Much of the information contained in this section is tabulated in Table I: OFFICERS, MEMBERS, AND DUES BY YEAR.

Table 1

OFFICERS, MEMBERS, AND DUES BY YEAR

Year	Chair[a]	Secretary/ Treasurer[b]	Newsletter Editor	Program[c]	Members[d]	Dues
71-72	Edmund Short & Paul Klohr	George Posner	Edmund Short	Edmund Short & Paul Klohr	80	$2
72-73	Edmund Short & Paul Klohr	George Posner	Edmund Short	Don Chipley	83	$2
73-74	Edmund Short & Mauritz Johnson	Edmund Short	Edmund Short	Edmund Short	81	$1
74-75	Edmund Short & George Willis	Edmund Short	Edmund Short	Edmund Short	73	$1
75-76	George Willis & Don Chipley	Edmund Short	Edmund Short	Edmund Short	52	$1
76-77	George Willis	Edmund Short	William Pinar	Daniel Tanner	n.a.	$1
77-78	George Willis	Edmund Short	William Pinar, George Posner, & William Schubert	Daniel Tanner	124	$3
78-79	George Posner & William Schubert	George Willis	William Pinar, George Posner, & William Schubert	Tom Vickery	97	$3
79-80	George Posner	George Willis	Michael Roetter	William Schubert & George Willis	103	$3
80-81	William Schubert	George Willis	Michael Roetter	William Schubert	100	$3
81-82	William Schubert	George Willis	Michael Roetter	William Schubert & Ann Schubert	92	$3
82-83	George Willis	Jean King	Robert Donmoyer	George Willis	93	$5
83-84	Peter Pereira	Jean King	James Nolan & Edmund Short	Peter Pereira	101	$5
84-85	Peter Pereira	Jean King	Naomi Hersom & Alan Ryan	Peter Pereira	n.a.	$5

[a] From 71-72 to 73-74 the Co-chairs each year were designated as "Acting." From 76-77 to 78-79 the SIG formally established a Coordinating Council in order to broaden participation in its leadership and to assist the Chair. Members of the Coordinating Council were G. Harry Cannon, George Posner, William Pinar, William Schubert, Edmund Short, Daniel Tanner, Laurel Tanner, and George Willis.

[b] In 71-72 and 72-73 George Posner served as "Acting Secretary." From 73-74 to 77-78 Edmund Short served usually as "Secretary," although he also performed the duties of treasurer, which he had done since 71-72. In 78-79 the position was formally consolidated and designated "Secretary-Treasurer."

[c] Prior to 76-77 responsibility for the SIG program at AERA fell primarily to the founder of the SIG, Edmund Short. From 76-77 to 80-81 the program was the responsibility of a formally elected "Program Chair." Formal, blind reviewing by SIG members of submitted proposals began in 80-81. Beginning in 81-82 responsibility for the program became an ex-officio duty of the SIG Chair. In 81-82 Chair William Schubert shared this responsibility with Ann Schubert.

[d] This column lists the total number of members who paid dues to the SIG at any time during each year (which runs from Annual Meeting to Annual Meeting). Since AERA now requires SIGs to report membership lists by June 30 of each year, the numbers listed here are sometimes larger than those reported. Program time at Annual Meetings is allocated on the basis of the number of dues-paying members reported who are also members of AERA.

In its initial year of operation, 1971-72, coordination of the SIG was shared by Acting Co-chairs Edmund Short and Paul Klohr. Recording its activities was by Acting Secretary George Posner. (The prefatory word "Acting" was dropped from the name of the first office after the third year and from the name of the second office after the second year. "Acting" was probably used during the early years because these officers were strictly volunteers and no elections were held during business meetings.) Short and Klohr shared responsibility for developing the 1972 program, and Short edited the first two issues of the Newsletter (No. 1 in October 1971, and No. 2 in April 1972). Short also handled finances, principally receiving members' dues, which were set at $2, twice the minimum then required by AERA. Members who joined the SIG at any time during the year totaled 80. In 1972-73 duties were handled by the same people, with the exception of responsibility for the 1973 program, which was put together by Don Chipley. Dues remained at $2 and total membership was 83. Of this total, 41 — or approximately half — of the first year members had continued membership and 42 were new. While no analysis of the yearly turnover in members has been done for subsequent years, a yearly turnover of less than one half is probably typical of the SIG throughout its existence. Some on-going members, including officers, simply forget to pay dues in certain years (which constitutes one argument for dues high enough at least to jog the memory). These persons are not included in the totals each year. Of the original 80 members, perhaps 10 to 12 remain members in 1984. Perhaps half the SIG's members in any year have maintained membership continuously since the year in which they first joined.

The patterns established in the first two years continued with little variation until 1976, although Edmund Short himself carried out most of the tasks necessary to keep the SIG functioning effectively. In 1973-74 Mauritz Johnson replaced Paul Klohr as Acting Co-chair with Short. Short assumed duties of both secretary and treasurer; this combined task he was to carry out until 1978, usually under the title of "Secretary," although occasionally, and with no apparent consistency, the title of "Treasurer" was substituted on some SIG documents. Also in 1973-74 Short continued as Newsletter Editor and assumed responsibility for the 1974 program. Membership totaled 81, and with a small but workable balance accumulated in the treasury, dues were reduced to $1. In 1974-75 George Willis replaced Johnson as Co-chair, and Short continued to carry out all other duties. Membership declined slightly to 73. In 1975-76 Don Chipley replaced Short as Co-chair of the SIG with Willis, thus marking the first year in which Short had not served in this office. Nonetheless, Short continued with all other duties. Total membership declined to 52.

Throughout its first five years the SIG had been sustained primarily by the efforts of its founder, Edmund Short. However, in 1976-77 it received an influx of new members, new ideas, and new activities which permitted it substantially to broaden its leadership and, in all probability, its appeal to diverse members of the field. A greater number of people than in the past began to carry out the work of the SIG. Events leading to the establishment of the Coordinating Council for 1976-77 were described previously. During 1976-77 Willis served as Chair with the assistance and advice of the Council, the first time these duties had not been performed by co-chairs. Short continued with the duties of secretary and treasurer, but the first time he was able to relinquish duties as Editor of the Newsletter and William Pinar assumed this task. Daniel Tanner was elected to the now formally designed office of Program Chair. This influx did not change the basic working definition which the SIG had in its first five years evolved through its scholarly and professional activities, but it did invigorate them. Membership began a steep two-year rise, although the exact total for 1976-77 is not available. These trends continued in 1977-78. The Coordinating Council remained in place and Willis, Short, and Tanner were re-elected to the same offices. George Posner and William Schubert joined Pinar as Editors of the Newsletter. Total membership reached a peak of 124, and dues were increased to $3.

1978-79 marked a slight retrenchment in the formal organization and the membership of the SIG. Although the Coordinating Council continued officially to exist, it did not actually function, primarily, I believe, for two reasons. First, communicating among eight members and formulating policies prior to face-to-face contact at Annual Meetings had proved cumbersome, and, in any case, new ideas and new initiatives for the SIG were now being suggested and actively discussed at business meetings by an increasing number of members who attended. Second, the purpose of broadening the leadership of the SIG had been achieved. For whatever reasons, the Coordinating Council was not renewed at the 1979 business meeting. In 1978-79 George Posner and William Schubert served as Co-chairs and continued as Editors of the Newsletter with William Pinar. George Willis was elected to the now formally consolidated office of Secretary-Treasurer, thus relieving Edmund Short of the last of the basic tasks of the SIG which he had born virtually from its inception, and Tom Vickery was elected Program Chair. During this year total membership was 97, a decline from the peak of the previous year; however, in ensuing years membership has remained constantly at this level, with yearly totals being either slightly above or slightly below 100.

The next three years saw relatively few changes in the officers of the SIG but two major changes in the development of SIG programs. For the period 1979-80 to 1981-82 Posner was elected as Chair the first year and Schubert the next two, Willis remained as Secretary-Treasurer, and Michael Roetter served as Newsletter Editor. In the first of these three years Schubert and Willis shared responsibility as Program Co-Chairs, but in the second year Schubert, serving alone, initiated two changes which have since been continued. First, he began the practice of soliciting formal, blind reviews by members of the SIG for proposals which had been submitted to the SIG. Although the SIG had accepted program proposals since its early years, 1980-81 was the first year in which development of the SIG program followed the same process of blind reviewing which AERA divisions use. Second, Schubert renewed the practice of organizing sessions which were co-sponsored by the SIG and other groups. This practice had begun in 1972-73 but had been used only sparingly prior to Schubert's major initiative in 1980-81. The practical effect of co-sponsored sessions is to increase the number of program sessions available to the SIG. AERA has traditionally allocated program sessions to each special interest group on the basis of the number of its members who have paid dues and been reported by June 30 and who are also members of AERA. Since AERA has been willing to prorate the charge for a program session equally among sponsoring groups, Schubert's initiative has approximately doubled the number of sessions at Annual Meetings listed under SIG sponsorship since 1981. As the advantages of having the SIG Chair also serve as Program Chair (as Schubert had done in 1980-81) became increasingly obvious in terms of increasing the SIG's share program meeting time, the 1981 business meeting voted to eliminate the office of Program Chair and to make the responsibility of the SIG program an ex-officio duty of the SIG Chair. In 1981-82 this responsibility was shared by Chair William Schubert and by Ann Schubert.

In 1982-83 George Willis again served as Chair of the SIG. Jean King was elected as Secretary-Treasurer and Robert Donmoyer as Newsletter Editor. Dues were raised to $5. In 1983-84 Peter Pereira served as Chair, King as Secretary-Treasurer, and James Nolan and Edmund Short as Newsletter Editors. Finally, at the 1984 business meeting in New Orleans Pereira was re-elected to a second year as Chair, King to a third year as Secretary-Treasurer, and Naomi Hersom as Newsletter Editor, a position she has shared with Alan Ryan.

Throughout the existence of the SIG these tasks have been carried out by people who have volunteered to do them. Indeed, a principal problem for the SIG has been finding enough volunteers to keep the leadership broad and any one person from being overburdened by the duties of more than one office, and the recently adopted AERA rule prohibiting the same person from holding the same office in a special interest group for more than three consecutive years may prove troublesome to the SIG beginning in 1985. Most officers have followed the example set by Edmund Short in the early years but have not hesitated to try out new initiatives and ideas when these seemed appropriate from time to time. Since planning has remained informal, often being done by individuals or small groups trying out ideas on each other in conversations at Annual Meetings or by telephone, flexibility has been maintained, permitting the SIG rapidly to seize opportunities to develop or communicate new knowledge about curriculum. Often these opportunities have surfaced from suggestions made by members at business meetings or in personal communications with officers. Throughout the existence of the SIG, officers seem to have carried out their tasks in this spirit, dedicated to advancing curriculum knowledge and grateful for help and suggestions from members. Members, for their part, have seemed grateful for the work of officers in identifying and communicating new knowledge about curriculum. My own best recollections of my association with the SIG since 1973 are of the dedication of officers and members to this common purpose and of the spirit of collegiality which has prevailed. With informality as its hallmark, the SIG has welcomed new ideas and new volunteers. The ideas of its members have become its scholarly and professional activities, the working definition the SIG has developed for itself.

Activities and Communications

What, then, is this working definition of the SIG? What are the scholarly and professional activities thorough which it has created its identity? Basically, these activities are whatever means the membership has used either collectively or individually to communicate ideas and information about curriculum to other members. In this sense, the working definition of the SIG is as a network for communications among scholars in curriculum, a series of ways of keeping in touch with other scholars concerned with advancing knowledge about curriculum. While this working definition if broad enough to include the many informal and individual contacts among scholars fostered by association through the SIG, the principal professional activities of the SIG used to promote communications among scholars have been its Newsletter, its participation in the Annual Meetings of AERA, and its occasional distribution of papers or other publications.

The Newsletter was originally an extension of the communications Edmund Short had sent to scholars in curriculum inviting them to join in establishing a special interest group devoted to knowledge production and utilization in curriculum. As such, the Newsletter was also to include several other activities which were to form the working definition of the SIG and were to continue into later years. First, early issues of the Newsletter began the practice of previewing sessions sponsored by the SIG at up-coming Annual Meetings and then of reviewing these sessions in subsequent issues. Reading the Newsletter has never been as good as actually being there; however, the previews drew attention of members to the kinds of research and scholarship the SIG was actively promoting in its sessions, and the reviews served to keep members apprised of the substance of these sessions. Since sessions sponsored by the SIG have usually been built around the interests of individual members, the previews and reviews have helped to call attention to the multiplicity of these interests and to heighten understanding of new or unusual work. Early issues of the Newsletter also began the practice of identifying sessions potentially of interest to SIG members but sponsored by other groups, such as the SIG on Research Utilization. This practice helped further to expand the intellectual focus of the SIG itself and to develop cooperative relationships with related organizations. One Newsletter (Issue Number 7, July 1974), in reviewing the 1974 Annual Meeting, even went so far as to print abstracts of the papers delivered at a SIG-sponsored session, a practice not repeated by subsequent Newsletters but one which set the precedent for the later practice of occasional distribution to members of full papers from SIG-sponsored sessions.

Second, early issues of the Newsletter began the practice of informing members of pertinent professional activities of related groups. For instance, Newsletter Issue Number 2 (April 1972) contains notice of an AERA research training session potentially of interest to SIG members and a list of papers on the problem of using research findings to improve practice which had been represented at a conference of the Association for Supervision and Curriculum Development. Later issues have expanded on this practice. Although never aspiring to provide an exhaustive listing to members of activities of related groups, the Newsletter has throughout its existence contained notices keeping members informed of many pertinent professional activities of which the editors become aware, whatever their source. Announcements of national conferences such as those sponsored yearly by The Journal of Curriculum Theorizing, of the formation of new professional groups such as the Society for the Study of Curriculum History, and of the founding of new journals such as Curriculum Perspectives have all appeared in the pages of the Newsletter. Such announcements have further expanded the focus of the SIG and encouraged cooperation among different organizations concerned with studying curriculum.

Third, beginning with Issue Number 2, the Newsletter has each year published a report usually under the title of "A Sampling of SIG-Related Studies." These yearly reports have been the work of Edmund Short, who searches new publications and research reports on curriculum, identifying and classifying all those related to the interests of the SIG. Despite the modesty of its title, each report is an exhaustive bibliography of all pertinent research available in English to North American scholars in a given year, and anyone who has been a member of the SIG since its inception has thus received through the Newsletter a complete bibliography of all such documents identified during the last twelve years. My own view is that these reports alone have more than justified the annual membership dues and have been responsible for the long-term continuance of many persons as members of the SIG.

Over the years the Newsletter has taken on additional types of activities which have served to improve professional communications among members. The Newsletter has frequently printed requests for aid from members or invitation to members to join in research projects or other professional activities. Sometimes requests have come from organizations or from the SIG leadership, but often they have come from individual members seeking help with projects. Members have been requested to fill out surveys and questionnaires or simply to identify themselves as persons with interests similar to those described by the requester. The Newsletter has thus become a means of exchange of information about the interests and the work of SIG members. Occasionally the Newsletter has sought out and published both personal and professional news about members themselves. It has identified and conducted brief reviews of books by members or otherwise of interest to members, it has printed bibliographies on special topics, and it has printed general news, such as reporting the establishment of a center for curriculum history archives at the University of Wyoming and noting efforts to preserve old and rare curriculum guides located in the Teachers College library. The exchange of all these kinds of information about professional activities in curriculum has provided a substantial part of the working definition of the SIG.

Another substantial part has been provided by participation by the SIG in the Annual Meetings of AERA. All sessions the SIG has sponsored at Annual Meetings are described fully in the following chapter by William Schubert. While these sessions are perhaps more accurately classified as scholarly activities than as professional activities of the SIG, the overall participation by SIG members has certainly advanced professional as well as scholarly concerns. Much of the planning for the SIG itself and for projects and activities of individual members has taken place in informal conversations at Annual Meeting. Business meetings have been devoted not simply to the selection of officers but have often included brainstorming sessions about the future of the SIG and the professional activities it could promote. Such meetings have provided occasions for socialization among members, which often continued long after the meetings' close. The SIG has at times considered holding specific social hours but to date has never followed through; however, the Division B social hour, which was initiated in 1983, seems to serve much the same purposes for the SIG, since nearly all SIG members are also members of Division B and many of the professional and scholarly activities of the SIG and Division B have become intertwined over the years. No doubt the SIG has thus exercised considerable influence on the changing definition of curriculum studies which Division B has evolved during the 1970s and 1980s. Acting as a place holder on the AERA program for the scholarly and professional interests of its members, the SIG has co-sponsored sessions with Division B, with the SIG on Research Utilization, with the SIG on Philosophic Studies in Education, and with the Society for the Study of Curriculum History. Interests of SIG members have been particularly well integrated into Division B programs in the years when SIG members have served as Division B Program Chairs: Edmund Short (1975-76), Elizabeth Vallance (1980-81), Gail McCutcheon (1981-82), and William Schubert (1982-83). At the 1982 Annual Meeting George Willis and Gail McCutcheon were co-directors of the research training session "Educational Criticism: Naturalistic, Qualitative, and Related Modes of Inquiry," further extending SIG interests. The only real problem the SIG has encountered in recent years in integrating the interests of its members into the Annual Meetings of AERA has been in meeting the AERA deadline of June 30 for reporting of paid-up members. In years when members have been slow in sending their dues to the Secretary-Treasurer, the number of members reported has been lower than it would otherwise be, which has several times reduced by one the number of program sessions the SIG has been allotted for the following Annual Meetings. Nonetheless, the interests of SIG members seem to have become increasingly well known and well respected in recent years throughout AERA in part because of both the formal and informal participation of many members at Annual Meetings.

The third principal way in which the SIG has communicated professional activities among its members and thus developed its working definition of itself is through its occasional distribution of papers or other publications. These items have sometimes paralleled scholarly items included in issues of the Newsletter (for instance, bibliographies) and have sometimes been sent to members under the same cover as the Newsletter. For the most part, however, they have represented longer, more major work and have been sent to members separately from the Newsletter. The first two appeared in 1977. By surveying members of Professors of Curriculum, Anglea Fraley developed a list of twenty-eight "Curriculum Classics, 1900-1964." A "classic" was defined as "a work that had a specific impact on the thinking of its time, or functioned as a turning point document in curriculum theory development, or endured as a widely used referent piece." The list with accompanying commentary was the first paper received by SIG members. In 1977 SIG members, received "DTA Project Overview, 1977," a publication prepared and sent to members by the Documentation and Technical Assistance in Urban Schools Project, which was funded by NIE and which was designed to increase understanding of how research can be useful to practice and practice can influence research.

In 1978 members received William Schubert's "Chronology of Curriculum Books, 1900-1976," an extensive listing of curriculum books which had been published in the United States during the twentieth century. This monograph was later to be up-dated and expanded by appropriate commentary into a full length book.[6] 1979 saw the first collection of papers drawn from a session sponsored by the SIG at an Annual Meeting ("What the Curriculum Field Needs to Learn from Its History" at Toronto in 1978). Compiled by Daniel Tanner, the collection included papers by Arthur Wirth, Ralph Tyler, and Philip Jackson. In 1980 members received William Scheubert and George Posner's "A Genealogy of Scholars in the Curriculum Field," a project to which many had contributed by responding to the authors' requests for information about prominent mentors in curriculum and their doctoral students.

In 1981 two papers were sent to SIG members as appendices to Newsletter Issue No. 19 (January 1981). The first was Jean King's paper "Methodological Pluralism, Eclecticism, and Curriculum Inquiry: What Literary Criticism Can Offer the Field of curriculum," which contributed to understanding of diversified methodological approaches to curriculum inquiry. The second was William Schubert's "A Tabulation of Publishers and Authors of Curriculum Books, 1970-79," which extended information presented to members by Schubert in a previous occasional publication. The most recent and certainly the most attractive publication distributed to all SIG members (it was printed and bound) appeared in 1982 under the title of Conceptions of Curriculum Knowledge: Focus on Students and Teachers. Edited by William and Ann Schubert and published by the College of Education of The Pennsylvania State University under the direction of managing editor Edmund Short, this book is a collection of papers presented at the 1981

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[6] William H. Schubert. Curriculum Books: The First Eighty Years. Lanham, Maryland: University Press of America, 1980.

Annual Meeting in Los Angeles, most in sessions sponsored by the SIG. It contains papers by Harry Broudy, Philip Taylor, Valerie Janesick, Nick May, Barry Fraser, Elizabeth Vallance, George Willis, and William and Ann Schubert. It was sent to members as part of their membership but has also been advertised to interested non-members. It will perhaps become the first in a series of similar formal publications that will extend the ideas of members to a considerably broader audience than the SIG itself.

Primarily through its Newsletter, its participating in Annual Meetings, and its dissemination activities, the SIG has thus defined itself as an organization dedicated to developing and communicating new knowledge about curriculum and methods of curriculum inquiry, however diversely conceived by its members. It has worked cooperatively in this task with other curriculum groups and with curriculum journals. Its finances have helped make possible its professional activities. Over the years dues have been set at a level high enough to meet basic expenses and gradually to accumulate a modest balance sufficient to support special initiatives, such as occasional distribution of papers and other publications. Basic expenses have been a yearly membership fee to AERA (originally $50, recently $75), miscellaneous expenses of officers (usually for mailings and telephone conversations, often born by officers' institutions), and costs of preparation and distribution of the Newsletter (sometimes born in part by the Editor's institution). Authors of work disseminated have often generously born costs of preparation, although the SIG has usually born costs of distribution. The SIG has made one outright grant in its history, voting in 1980 to set aside $150 for certain expenses connected with the preparation of Schubert and Posner's "A Genealogy of Scholars in the Curriculum Field" and in 1981 distributing $93.30 for these expenses. SIG funds have also been used partially to underwrite the costs of Conceptions of Curriculum Knowledge: Focus on Students and Teachers. At the time of this writing officers are hopeful that the SIG will be able to use its funds in the future to help underwrite work leading to publication of other collections of SIG papers. Finally, at its expense the SIG has provided mailing labels of members' names and addresses to any member who wishes to send individual communications or papers to some or all members. Any member may receive a set of mailing labels by addressing a request to the Secretary-Treasurer.

One additional professional activity of the SIG deserves note. Though essentially without political ambitions of its own within AERA, the SIG has responded to calls from AERA to special interest groups to make nominations for persons to serve on AERA committees. The SIG has made several such nominations, usually nominating a member to serve on the Committee on Special Interest Groups, and one SIG nominee has been appointed by AERA to a committee. In 1981-82 Neal Gordon served as a representative on the AERA Committee on the Handicapped.

CONCLUSION

This chapter has attempted to describe how the SIG's formal statement of purpose and its agenda have remained sufficiently broad and its organizational structure sufficiently flexible so that throughout its history its working definition has evolved primarily through the scholarly and professional activities it has undertaken. Professional activities have been directed toward communicating knowledge about curriculum with a a community of scholars and researchers, and have often reflected the ideas and initiatives of individual members of the SIG. If during its history the SIG has contributed to the furthering of understanding about curriculum, it has done so primarily by functioning as a means of facilitating the communication of knowledge. If its past is indicative of its future, it will continue to welcome new members, new ideas, and new initiatives which contribute to this purpose.

Chapter Three

SCHOLARLY CONTRIBUTIONS OF THE SIG

William H. Schubert

This discussion of scholarly contributions of the SIG is confined to papers and symposia sponsored by the SIG at AERA Annual Meetings. Other scholarly contributions such asthe dissemination of publications, newsletters, research reports, and the maintenance of a sense of scholarly community are discussed in the preceeding chapter by George Willis.

A chronology of authors, titles, and topics is presented below as a basis for ferreting out contributions of the SIG that set it apart from Division B, other divisions, and special interest groups of AERA. In large part, the purpose of this inquiry is to attempt to verify the assumption advanced by Edmund Short that the idea of the SIG on Creation and Utilization of Curriculum Knowledge is threefold in its concerns: (1) the research-into-practice problem, (2) diversified approaches to curriculum inquiry, and (3) the concept of knowledge production and utilization as applied to curriculum studies.

As contributions to the SIG programs over the years are presented, readers are encouraged to ask: Do AERA program papers and symposia sponsored by the SIG represent these original concerns? Has the balance among the concerns shifted over the years? Is one of the concerns dominant? Is it possible to identify new concerns that have evolved in recent years?

It would, I think, be fair to assert that SIG programs (symposia and papers) accurately represent membership concerns. Papers and symposia are refereed by SIG members, and invited sessions are determined by committees of SIG members usually composed of past and present officers.

Chronology of Papers and Symposia

October 1971

The call for program contributions in Issue No. 1 of the SIG Newsletter adhered quite steadfastly to "only one kind of curriculum research...inputs, processes, and products both of curriculum inquiry and the utilization of such created knowledge" (p. 1). In the same issue, Paul Klohr (acting co-chairman of the newly formed SIG) saw the value of the SIG as residing in an active group that would address "some way (or ways) of organizing knowledge about curriculum theory so that we could examine it and make use of it" (p. 3). At first glance, the general purpose (presumably written by Short) and the value statement by Klohr seem similar enough to be compatible. However, on second glance, the first statement clearly states "one kind of curriculum research" while Klohr's statement includes a parenthetical "(or ways)". Similarly, the first statement is more mechanistic in language ("inputs, processes, and products") than Klohr's statement. Klohr's statement seems more concerned with use conceived as how to think about curriculum knowledge, while the initial statement appears to treat use as a theory-into-practice translation, i.e., a product of research for practitioners to use. I note these possible differences here because they illustrate the origins of two rather different meanings implicitly attributed to creation and utilization as the years have passed.

April 1972

Issue No. 2 of the SIG Newsletter noted two sessions sponsored by the SIG at the 1972 Annual Meeting in Chicago. One of these sessions consisted of a critique of four methods of curriculum inquiry presented under the title: "Conceptual Structures for Curriculum Inquiry." The approaches examined were: "An Empirical Approach to Curriculum Theory Building," by Richard D. Hawthorne; "A Methodology of Experience: An Alternative to Behavioral Objectives," by William Doll (both of which had been presented at the 1971 AERA Annual Meeting); "Two Positive Propositions for the Improvement of the Curriculum Field," by Bruce Joyce (published in the 1971 NSSE Yearbook, Part I); and "A Methodological Research Model for Curriculum and Instruction," by George Posner. This presentation was, then, a kind of metatheory (unlike the usual Division B presentation) that examined (in Maccia's formalistic, logical, and philosophy-of-science mode) the epistemological orientations of four orientations to curriculum inquiry and theory. Clearly, this represented a departure from the Division B emphasis on social behaviorist (Schubert, 1980) or conceptual empiricist (Giroux, Penna, and Pinar, 1981) research that dominated Division B; then titled "Curriculum and Objectives" (under no small influence from W. James Popham and like-minded proponents of behavioral objectives). Since Richard Hawthorne was unable to be present, Louise Berman took his place on the panel.

The second session consisted of a business meeting and general discussion of the topic: "The Need for Research on Curriculum Inquiry and on Utilization of the Products of this Inquiry." This emphasis on product is borne out in a statement by Short in Issue No. 2 of the SIG Newsletter, in which he discusses two halves or aspects of the SIG purpose (p. 2): (1) generating research, and (2) using it. According to the June 1972 Newsletter, Issue No. 3, discussion of SIG purposes and directions at the April 7, 1972 Business Meeting yielded an array of quite different tasks that members suggested would be worthwhile to pursue. These were translated into a checklist of 24 items that could be selected by members as projects that might lead to future presentations at AERA meetings or to increased networking among members. Members were also asked to indicate the extent to which they considered each item an important priority. Results were not published in the newsletter; instead it was noted in Issue 4 that they were used to encourage networks of scholars interested in similar projects.

February 1973

At the 1973 Annual Meeting of AERA in New Orleans, the SIG sponsored one session and co-sponsored two sessions. It was determined that co-sponsorship would allow greater visibility and involvement of the SIG, which was allotted two sessions by AERA. (By co-sponsoring a session, the SIG only used one-half of a session slot; thus, it used its two slots to e involved with three sessions).

Co-sponsored with Division B was a symposium chaired by Gary Griffin on "Strategies for Curriculum Planning: Toward Definition in the Curriculum Field." Participants explored different frames of reference or languages for engaging in curriculum discourse. These included: (1) Millie Almy on curriculum patterned on Piaget's work, (2) Marion Rice on an anthropological orientation to curriculum study, (3) James B. Macdonald on societal reform, (4) Carl Weinberg on personalistic theory, and (5) Bruce Joyce and Marsha Weil on a cybernetic approach to curriculum knowledge. Here we see a considerable broadening of outlook that represented much of the emergent diversity of inquiry in the curriculum field.

A symposium was co-sponsored with the SIG on Research Utilization: "A Critical Dialogue on the Emergence of Linking Organizations: Their Potentialities and Problems as Vehicles of Change." In this session, David Crandall and Jeffrey Eisman reported on the Network of Innovative Schools, Ann Lieberman provided perspective on the League of Cooperative Schools, and Richard Schmuck and Philip Runkel drew from their experiences with Program 30. Matthew Miles and Charles Jung critiqued the representatives, as well as the usefulness of such organizations as links between research and practice in schools.

Again we can see the original bifurcation of the meaning of creation and use as represented in statements of intent for the SIG by Short and Klohr. The symposium on linking organizations exhibits the flavor of systems rhetoric and organization development reflective of the theory-into-practice and knowledge production/utilization emphasis. In contrast, the symposium on definition in the curriculum field illustrates Klohr's concern for organizing knowledge about curriculum theory in order that it can be studied more effectively. The session sketches diversity of modes of inquiry, their assumptions and consequences. A question that emerges from these two thrusts is: Are they complementary or contradictory?

Again, a business meeting was coupled with open discussion of the status of knowledge production and utilization as well as future directions to be taken by the SIG. Even here the two thrusts become apparent. Focus on directions makes purpose problematic; while the focus on production-utilization takes for granted the separation of production and utilization roles. The latter places researchers in the specialized roles of creating knowledge and practitioners in the specialized role of receiving knowledge and utilizing it. At least implicitly, we find in this position only the researcher as capable of creating knowledge. However, in the position that perceives creation as diverse conceptualizations of knowledge, we see creation and utilization of knowledge as potentially the province of anyone engaged in curriculum inquiry, including practitioners. The dichotomy is further exemplified in a statement that treats the issue of who should be in the SIG and why (SIG Newsletter, Issue No. 4, February 1973):

> People continue to ask what the purpose of focus of this SIG is. It stems from recognition of the fact that neither users of curriculum research nor producers of curriculum knowledge fully know what the other does or requires.

At the 1973 Annual Meeting Muritz Johnson became acting co-chair of the SIG with Edmund Short. Johnson would be characterized as more of a social behaviorist or conceptual empiricist than Paul Klohr (the previous acting co-chair), who is more of a progressivist, experientialist (Schubert 1980), or reconceptualist (Giroux et al., 1981).

The Newsletter began to develop a habit of communicating sessions of relevance to the SIG offered elsewhere in the AERA program. In Newsletter, Issue 5, it was noted that a newly formed SIG on Studies on Philosophy of Educational Research offered sessions of importance to the SIG's purposes. This is significant because the two SIGs would join forces to co-sponsor sessions several years hence.

In the 1973 Business Meeting a number of questions or topics of study were addressed by members. These were set forth in a comparative list in the June 1973 Newsletter, Issue 5. One deemed most worthwhile to address by the membership was: "Identify central questions that need to be researched in curriculum." (p. 5). Members were encouraged to send their responses to Edmund Short.

April 1974

The thrust toward discourse on diversity of modes of curriculum inquiry was addressed head-on in a 1974 symposium sponsored by the SIG at the Annual Meeting in Chicago. The Session, "Toward Disciplined Inquiry in Curriculum: Breaking with Conventional Modes," was organized and chaired by Edmund Short and critiqued by philosopher of education Jonas Soltis. Participants included: Decker Walker, who presented an empirical mode; Ian Westbury, who called for broader sociological inquiry that would include technological and structural as well as goal dimensions; Michael Apple, who presented a critical sociology perspective that focused on the political and ethical context of curriculum; and William Pinar, who set forth a phenomenological form of inquiry that focuses on the interaction of learners with subject matter. Naomi Herson chaired a round-table discussion of the symposium topics that followed immediately.

In conjunction with the SIG Business Meeting, members were led in an informal discussion of: "Research Problems in Curriculum: Alternative Paradigms," by F. Michael Connelly, Decker Walker, George Willis, and Donald Chipley. These participants identified questions they deemed most relevant to curriculum research and were the topic of discussion among members present. Abstracts of central ideas by the presenters are included in Newsletter, Issue 7, July 1984. The symposium papers by both Walker and Westbury and the Newsletter commentaries by both Walker and Connelly reflect a sizable influence from the concept of practical research set forth by Joseph Schwab (1970, 1971, 1973). This holds that curriculum research should address a specific state of affairs by interacting with it and should attempt to generate situational insights that contribute to decision and action. Five questions developed by Walker and later published in Curriculum Theory Network (Walker, 1974) look for: (1) significant features of a given curriculum, (2) their social and personal consequences, (3) contributions to stability and change in the features, (4) contributions to people's judgment of the worth of the features, and (5) the kind of features that ought to contribute to intended situational features. Commentaries by Willis and by Chipley note the importance of phenomenological inquiry and literary criticism for curriculum understanding.

The Business Meeting resulted in the election of George Willis as Acting Co-Chair of the SIG along with Edmund Short. The orientation of Willis that tended to favor phenomenological studies and literary criticism may have contributed to further acceptance of these modes of research by the SIG.

April 1975

It seems clear that 1974 marked a turning point in the SIG's history. The emphasis on study of a diversity of inquiry paradigms seemed to push directionality away from a linear theory-into-practice conception of creation and utilization.

Contributions to the 1974 meeting (especially by Apple, Pinar, and Willis) had the effect of reconceptualizing or synthesizing creation and utilization to form a kind of praxis in which anyone who engages in curriculum inquiry (scholar, practitioner, or even student) could be both a creator and utilizer of curriculum knowledge.

The 1975 Annual Meeting in Washington, D.C. still sponsored sessions, however, that related to both of the original thrusts; although the dominance of the quest to understand, create, and use a diversity of modes of inquiry was becoming increasingly clear. This was evident in a co-sponsored session with Division B chaired by William Pinar, entitled: "Toward Reconceptualization of Curriculum Inquiry: Divergent Perspectives." The symposium included presentations by Ira Weingarten, Paul Shaker, Madeleine R. Grumet, and Kirke White. As sponsor of both this session and the 1974 symposium that included Apple and Pinar, the SIG can be seen as introducing to AERA a new category of curriculum thought known as reconceptualist theorizing (see for example Pinar 1974 and 1975). In presentations for this symposium, we can see Klohr's suggestion that curriculum inquirers can progress best by organizing knowledge about curriculum theory in order to examine it and make use of it. Participants in this symposium argued that the examination and use should be integral to the ongoing processes of being an educator and becoming educated.

This is quite different from the separation of knowledge production and utilization illustrated in the other session sponsored by the SIG. It consisted of a presentation entitled: "A Case Study in Curriculum Change: Man, a Course of Study," by Frances R. Link. Discussants included Jimmy E. Nations, James A. Phillips, and H. Russell Cort, Jr. This session clearly represents the separation of knowledge creation and use, with "Man, a Course of Study" being a sophisticated unit of curricular materials developed and disseminated to users in schools.

The 1975 Business Meeting again included an informal discussion session on "The Problem of Access to Curriculum Research in the Graduate School Setting." The discussion was initiated by comments from George Willis, Virginia Macagnoni, John Mickelson, O. L. Davis, and Gordon Lawrence. This was a new problem for the SIG to address, one which attended to perceptions and interests in the lives of graduate students. As one such student at the time, I saw in the SIG an important doorway to interaction with those whose work I had read.

March 1976

The 1976 Annual Meeting was held in San Francisco. The session connected with the Business Meeting was rather extensive in both length and variety. Entitled "Curriculum Inquiry: Three Perspectives on Realization of Integrative Concepts of Critical Consciousness" the session was chaired and critiqued by George Willis. Francis P. Hunkins related systems theory to technical curriculum pursuits as an extension of practical inquiry, Max van Manen presented a phenomenological perspective on practical inquiry relating it to experienced meaning and curriculum-development methodology, and William H. Schubert shared a chronological bibliography and categorization of more than 800 curriculum books, 1900-1975. Represented in this session were the more technical delivery notions of theory-into-practice and the distinction of knowledge and use by Hunkins, and the reflective praxis in the phenomenological inquiry of van Manen. It is interesting that they were both offered in relation to Schwab's conception of practical inquiry. Schubert's bibliographical study represents a new thrust for SIG-sponsored sessions, viz., curriculum history. It was the next year that the Society for the Study of Curriculum History would be founded under the leadership of Laurel Tanner. Six of the 33 founding members of SSCH were SIG members.

It is noteworthy that the 1976 Program Chair for Division B was Edmund Short, also co-chair of the SIG. That year an appreciable number of AERA sessions moved in the direction of SIG purposes. Not only had the SIG chairman become chair of a large proportion of program sessions, one of the primary reasons for the SIG's existence (to broaden the conception of curriculum research at AERA) was becoming realized through a SIG program philosophy that now spilled over into the Division B program.

Another session jointly sponsored with Division B included a team of researchers led by Arthur King Jr. They reported a study that leans in the direction of the production-utilization model by following a curriculum project from early conceptualization stages to publication and diffusion.

At the 1976 Business Meeting SIG offices were more fully formalized. George Willis became chairperson, Daniel Tanner would serve as program chairman, Edmund Short would be secretary-treasurer, and William Pinar accepted the post of Newsletter editor. The officers, along with Laurel Tanner and William Schubert, comprised a newly constituted Coordinating Council.

It may be more than coincidence that it was about the same time that Division B members became more attentive to more epistemological issues vis-a-vis curriculum. Surely this was due partly to a changing countenance of the domain of curriculum scholarship generally, but the SIG had made its presence known in Division B. A number of the subsequent program chairs (in addition to Short), Division B Vice Presidents, and frequent presenters in the Division B program in subsequent years were also active members of the SIG. An example of the latter is the fact that twenty-five SIG members were listed as presenters of presentations at the 1977 Annual Meeting of AERA. It is, therefore, fair to say that the SIG members played an important role in the shift of emphasis in Division B from preoccupation with experimental, quasi-experimental, and other behavioristic studies to a philosophical consideration of the theory-practice problem and the exploration of a broad base of ways of knowing and experiencing curricular phenomena.

April 1977

The 1977 Annual Meeting of AERA in Nw York City featured two session sponsored by the SIG, a paper presentation session and a symposium, in addition to the formal business meeting. The paper session, "Creation and Utilization of Curriculum Knowledge," included: Dennis G. Kelly's research on the relation between curriculum organization and innovation, Laurel N. Tanner's discussion of conceptual confusion between child development and curriculum development, Steven Seldon's treatment of the naturalistic metaphor in curriculum history, and William H. Schubert's second phase of his bibliographical research on curriculum books. The session was chaired and critiqued by George A. Beauchamp.

The symposium was entitled "Sociopolitical Influences on the Curriculum and Curriculum Research." It was chaired by Daniel Tanner and included presentations by Harry S. Broudy, Amatai Etzioni, Arthur Foshay, Gordon Mackenzie, and James McClellan. All of the participants focused on: (1) the influence of social policy on curriculum development, (2) bias in curriculum research, and (3) the myth of objectivity in curriculum research.

Both of these sessions raised questions about taken-for-granted values implicit in more behavioristic research on curriculum; they raised consciousness of the political character of curriculum inquiry, and they pointed out the need to overcome the ahistorical tenor of curriculum research and practice. These considerations furthered the emergent thrust of the kind and quality of SIG-sponsored sessions.

March 1978

At the Annual Meeting of AERA in Toronto the SIG sponsored one formal session followed by the Business Meeting. It also held an informal forum on the future of the SIG and its directions in subsequent years.

The formal session was organized and chaired by Daniel Tanner. Entitled "What the Curriculum Field Needs to Learn from its History," participants included Leonard Berk, Arthur Wirth, Ralph Tyler, and Philip Jackson. Each addressed the question of why the curriculum field at certain periods has been marked by vitality and creativity, and at other times by retrenchment and reaction. Berk called for studies in curriculum history that aid problem finding in curriculum; while Wirth warned against the overly romantic freedom and business efficiency in curriculum and advocated instead a conception of curriculum that acknowledges the teacher as a curriculum inquirer who continuously seeks meaning in his/her work. Tyler demonstrated how key curriculum questions grew from his long and distinguished career in curriculum work from before The Eight Year Study to after the National Assessment of Educational Progress; and Jackson pointed out signs of progress in curriculum work.

This session, combined with some of the historical presentations of past conferences, clearly placed historical work in curriculum as a major concern of the SIG. Papers from this session were distributed to SIG members through the efforts of Daniel Tanner during the year that followed the conference, as William Schubert's monograph, Chronology of Curriculum Books, 1900-1976, had been distributed during the previous year. Moreover, a number of SIG members had become active in the first meeting of the Society for the Study of Curriculum History founded earlier under the leadership of Laurel Tanner in 1977 at Teachers College, Columbia University.

New officers were elected at the Business Meeting: George Posner and William Schubert, co-chairpersons; George Willis, secretary-treasurer; Tom Vickery, program chairperson; and the Newsletter editors remained William Pinar, George Posner, and William Schubert. The coordinating council consisted of these officers plus Edmund Short, Daniel Tanner, Laurel Tanner, and G. H. Cannon.

April 1979

At the 1979 Annual Meeting of AERA the SIG sponsored a symposium on "Getting Curriculum Studies Published." Chaired by Edmund C. Short, the session brought together editors of Educational Theory (Joe Burnett), Educational Leadership (Ronald Brandt), Review of Educational Research (Lawrence Iannaccone), The Journal of Curriculum Theorizing (William Pinar), Curriculum Inquiry (Joel Weiss), and the Journal of Curriculum Studies (Ian Westbury). This session represents the SIG concern for disseminating curriculum knowledge, as well as creating and utilizing it.

April 1980

At the 1980 Business Meeting George Posner was elected chair, William Schubert became program chair, George Willis remained secretary-treasurer, and Michael Roetter was elected Newsletter editor.

By holding the Business Meeting at "off hours," it was determined that the SIG could sponsor an additional formal session during the conference day. Thus, at the 1980 Annual Meeting of AERA in Boston, the SIG sponsored two symposia and a small round-table session.

The first symposium, chaired and organized by William Schubert, was "Curriculum Knowledge and Student Perspectives: Exploring the Relationship." Participants included Madeleine Grumet, Philip Jackson, Max van Manen, and Ralph

Tyler. Here two evolving thrusts of the SIG were evident: (1) to provide a forum for curriculum scholars of diverse perspectives to exchange ideas, and (2) to consider the role of students in the creation and utilization of curriculum knowledge.

The small round table (which we learned was a type of session provided without "charge" of a session slot by AERA conference organizers) was ideal for single paper proposals such as that by Vincent Presno and Albert J. Leonard on "A Theory of Curriculum Construction as a Special Instance of Talcott Parsons' 'General Theory of Action.'"

The other symposium, chaired by Daniel Duke, was entitled "Eclectic Approaches to Curriculum Research from Subject-Matter Perspectives." There, four young scholars analyzed the implications of conceptional changes for curriculum inquiry in their individual disciplines: Jere Confrey (mathematics), Jean King (literary criticism), Margaret Waterman (biology), and Elliott Lauderdale (history). Pinchas Tinar served as critic of the session.

April 1981

The 1981 Annual Meeting of AERA marked a major increase in the number of SIG-sponsored sessions: not because of an equivalent increase in membership, which is the basis for allotment of session time for SIGs, but because we sought out divisions and other SIGs that would co-sponsor sessions with us. Thus, we sponsored or co-sponsored seven symposia and three small round-table paper presentations.

One symposium, organized and chaired by William H. Schubert, asked Harry Broudy, Robert Stake, P. H. Taylor, and Ralph Tyler to focus on knowledge that is necessary in, but neglected by curriculum scholarship. Broudy cited recent research that indicated a dominating attention to replicative uses of knowledge in schools and too little attention to interpretive, associative, and applicative functions. Taylor pointed out the need to study metaphors that dominate curricular discourse and artifacts. Stake called for practice guided by a literature of vicarious experiencing rather than by formal generalizations and conceptual knowledge. His emphasis on tacit knowings and naturalistic generalizations overtly countered the production-utilization model that formed one strand of emphasis in the original conception of the SIG.* Tyler advocated that increased attention be devoted to non-school learning and to the active role of students in curriculum studies. This symposium, entitled "Necessary but Neglected Sources of Curriculum Knowledge," was sponsored solely by the SIG.

A combination symposium and conversation session was sponsored by the SIG under the title "Reflection on Experiences in the Creation and Utilization of Curriculum Knowledge." This session brought together five noted curriculum scholars who shared insights brought about by their experience in the curriculum field: George Beauchamp, John Goodlad, Edmund Short, B. O. Smith, and Ralph Tyler. This provided continuation of the historical thrust of the SIG and added a kind of oral history character to it.

Augmenting the oral history approach was a session co-sponsored with the Society for the Study of Curriculum History: "Ralph W. Tyler in Retrospect: Contributions to the Curriculum Field." For this session William Schubert, Kate Strickland, and Ann Schubert provided brief introductions to Tyler's career and work; and Gordon MacKenzie and Lee J. Cronbach presented extensive commentary on Tyler's contributions to educational research, practice, evaluation, and curriculum. Tyler responded to the presentations. This session was a continuation of sessions which the Society for the Study of Curriculum History devoted to Ralph Tyler's work in historical perspective.

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*It is noted that the pieces by Broudy and by Taylor are published in Schubert and Schubert (1982), and Stake's paper appears in the Review Journal of Philosophy and Social Science (7: 1, 2, 1982, 1-12).

In a session co-sponsored with Division B, "Promising Directions in Curriculum Knowledge: Focus on Students," several curriculum scholars looked at the place of students in the creation and utilization of curriculum knowledge. Pursuing the topic from differing perspectives, each presenter addressed the problem of student participation in a different way. George Posner took a cognitive sciences perspective. William and Ann Schubert took a non-school perspective, Barry Fraser took an empirical research perspective on learning environments, Elizabeth Vallance spoke of involving students in curriculum criticism, and George Willis set forth the need to study students' phenomenologies. These papers are available in Schubert and Schubert (1982) with the exception of Posner's, which was published in the Journal of Curriculum Studies (Posner 1982).

Another co-sponsored session with Division [illegible] was organized by Gail McCutcheon and featured George Beauchamp, William Pinar, Madeleine Grumet, Max van Manen, Decker Walker, Cleo Cherryholmes, and Gail McCutcheon. The latter two were critics but all focused on the question: "What in the World is Curriculum Theory?" These pieces are presented along with others in a special issue of Theory into Practice edited by Gail McCutcheon (1982). The authors quite obviously provided a vastly varied array of notions about the nature and function of curriculum theory. This issue addresses directly the problem of creation and utilization of curriculum knowledge.

The SIG's propensity to be concerned with philosophical issues as they pertain to curriculum led to co-sponsorship of two additional sessions. One consisted of responses to the Eightieth NSSE Yearbook on Philosophy and Education (1981) by David Berliner, Patricia Graham, Loren Resnick, Ray Rist, Lee Shulman, and Decker Walker. The other symposium, entitled "Ethics, Ideology, and Curriculum Decision Making," was organized by Robert Donmoyer and includes papers by Landon Beyer, Robert Donmoyer, Madeleine Grumet, and Nel Noddings. Harry Broudy was critic and chair.

Three round-table papers were also SIG-sponsored: Neal J. Gordon looked at curriculum studies from the viewpoint of an educational psychologist. Barbara Iverson developed a model of curriculum inquiry and evaluation based on play theory, and Kendon Conrad provided an existential interpretation of high school curriculum.

March 1982

The officers elected at the 1981 meeting continued to be William Schubert (chairperson), George Willis (secretary-treasurer), and Michael Roetter (Newsletter editor). Ann Schubert joined William Schubert as co-chairpersons for the SIG program at the 1982 Annual Meeting of AERA in New York.

At this meeting two SIG members, George Willis and Gail McCutcheon, were selected as co-directors of an AERA research training session offered prior to the Annual Meeting. The session, "Educational Criticism: Naturalistic, Qualitative, and Related Modes of Inquiry," was designed to teach the theory and practice of this orientation to qualitative evaluation.

Co-sponsorship again reached out more broadly, this time entering into cooperative planning with the SIG on Philosophical Studies of Education as well as Division B. The following sessions were co-sponsored or sponsored by the SIG:

3.05 BEYOND CHATTER: ON THE PHENOMENOLOGY OF LANGUAGE IN CURRICULUM RESEARCH
Ch/Critic: Max van Manen, University of Alberta
Participants:
- Angeline Martel, University of Alberta, "Traditional Sayings: The Pedagogic Voice of Language."
- Margaret Hunsberger, University of Calgary, "Phenomenology of Reading: When Child and Curriculum Meet."
- David Smith, St. Thomas University, "The Language of Living with Children: The Singing of Pedagogy."

Critic: Madeleine R. Grumet, Hobart and William Smith Colleges

5.21 SMALL ROUNDTABLES
Table 2: Robert J. Kennedy, Nipissing, Ontario Board of Education, "The Separation of Means and Ends vs .the Interaction of Means and Ends: An Ethical Issue in Managing Curriculum Development"

Table 3: William H. Schubert and Ann Schubert, University of Illinois, Chicago; George J. Posner, Cornell University, "Professional Preferences of Curriculum Scholars: A Genealogical Study"
Table 4: Sandra Boulanger, Delta School District, Vancouver, B.C., "Inservice as a Vehicle for Curriculum Implementation."

10.09 THEORY ABOUT CURRICULUM DEVELOPMENT AND MANAGEMENT
Chair: Karen F. Zuga, The Ohio State University
Participants:
Edmund C. Short, The Pennsylvania State University, "Curriculum Development Strategies"
James L. Martin, American Institute of Steel Construction; Margaret E. Uguroglu, University of Illinois, "Building Curricula When You Don't Have the Answer"
Howard J. Ramagli, Jr., Memphis State University, "Curriculum Management Systems: Analysis and Definition"
Critics:
William H. Schubert, University of Illinois at Chicago
Elizabeth Vallance, Kansas State University

15.24 EDUCATION'S CREDIBILITY IMAGE; THE MEDIA; AND CURRICULAR DISTORTION
Chair: Louise J. Rubin, University of Illinois, Urbana-Champaign
Participants:
Ralph W. Tyler, Director Emeritus of the Center for Advanced Study in the Social Sciences
Fred Hechinger, Education Editor of the New York Times
Michael Kirst, Stanford University
Harry Broudy, University of Illinois, Urbana

28.23 DELIBERATIVE CURRICULUM THEORY: A MANIFESTO AND SOME IMPLICATIONS
Chair: John Olson, Queen's University
Participants:
William A. Reid, University of Birmingham, "Deliberative Curriculum Theory: A Manifesto"
G. Thomas Fox, Jr., University of Wisconsin and John Elliott, Cambridge Institute of Education, "Deliberative Curriculum Theories and Teacher Education: Lessons Drawn from Teacher-Focused Action Research"
Ian Westbury, University of Illinois at Urbana-Champaign, "What Drives Education: Implications for Deliberative Theory"
Critics:
Edmund C. Short, The Pennsylvania State University
James Dillon, University of California, Riverside

30.20 HOW MIGHT JOHN DEWEY RESPOND TO EDUCATIONAL RESEARCH TODAY?
Chair: William H. Schubert, University of Illinois, Chicago
Participants:
Joe Burnett, University of Illinois, Urbana-Champaign
Mary Anne Raywid, Hofstra University
George Willis, University of Rhode Island

39.03 REVISIONIST CURRICULUM THOUGHT: IMPLICATIONS FOR ACTION
Ch/Critic: Dwayne Huebner, Teachers College, Columbia University
Participants:
Robert Donmoyer, Ohio State University, "Revisionist Curriculum Thought: Implications for Evaluation"
Beverly Gordon, Ohio State University, "Revisionist Curriculum Thought: Implications for Teacher Education"
Charles Edelsberg, Franklin County Schools, "Revisionist Curriculum Thought: Implications for Reconceptualizing 'Back to Basics'"
Peter Lemish, Ohio State University, "Revisionist Curriculum Thought: Implications for Curriculum Development"
Critic: Jose Rosario, High/Scope Educational Research Foundation

48.32 CURRICULUM AND CULTURAL VALUES
Ch/Critic: William H. Schubert, University of Illinois at Chicago
Presenters:
Daniel Tanner, Rutgers University, "'Two Cultures' and the Great Curriculum Divide"
William D. Taylor and Robert Welker, The Ohio State University, "Curriculum Matching Systems: The Value Dimension"
Madhu Suri Prakash and Emily E. Robertson, Syracuse University, "Ethical and Metaethical Relativism - A Consideration of Two Philosophical Theories and the Implications for Moral Education"
Respondent:
Philip L. Smith, The Ohio State University

50.05 BUSINESS MEETING
Chair: William H. Schubert, University of Illinois, Chicago

52.26 THE ANALYSIS OF A CURRICULUM MODEL AS A GUIDE FOR FUTURE RESEARCH AND PRACTICE
Co-Chairs: M. Frances Klein and Deborah Burkett, University of Southern California
Participants:
Edmund Short, The Pennsylvania State University
Elliot Eisner, Stanford University
John McNeil, University of California at Los Angeles

Of particular note in reflecting on this array of sessions is again the probing of frontiers of inquiry (e.g., Sessions 3.05, 39.03, 52.26), delving into curriculum history for today's implications (e.g., 30.20 and 39.03), drawing upon philosophic sources and addressing curriculum problems philosophically (28.23, 48.32, 30.20, 39.03, 3.05) and responding to contemporary curriculum and research issues (15.24, 52.26, and 10.09). It should be added that this year also marked the beginning of SIG attention to deliberative curriculum theory stemming from the work of Joseph Schwab (i.e., Session 28.23); although Schwab's work had been tapped by individual authors in paper sessions and symposia in previous years, 1982 brought a treatment of the topic at the level of a full-scale symposium.

At the 1982 Business Meeting George Willis was elected chairperson, Jean King because secretary-treasurer, and Robert Donmoyer was named editor of the Newsletter. It was decided that the chairperson would also serve as program chairperson.

April 1983

The 1983 Annual Meeting of AERA in Montreal brought a number of SIG-sponsored or co-sponsored sessions. They are as follows:

2.01 ROUNDTABLE
"The Generation of a Cultural Mode of Rationality: Methodological and Pedagogical Implications for the Creation and Utilization of Curriculum Knowledge and Research"
Beverly Gordon, Ohio State University

5.04 EXPLORING SETTINGS AS SOURCE FOR GLOBAL/COMMUNITY CURRICULUM
Chair: Virginia M. Macagnoni, University of Georgia
Participants:
Ted T. Aoki, University of Alberta, "A Dialectic Between Conceptual World and Lived World: A Way of Understanding Community Life:
Louise Berman, University of Maryland, "Persons, SEttings, and Curriculum"
Norman Overly, Indiana University, "Contributions of Ethnographic Research to Curriculum: New Harmony, Indiana"
Jessie A. Roderick, University of Maryland, "The Ethnic-Cultural World of Learners"

10.06 WHAT TO DO ABOUT CURRICULUM DELIBERATION
Chair/Discussant: Elizabeth Vallance, Kansas State University
Participants:
Peter Pereira. DePaul University, "Perception and the Practical Arts"
Thomas W. Roby, Chicago City Colleges, "Habits and Impeding Deliberation"
William Knitter, Concordia University, "Pluralism and the Eclectic Arts"
Ilene B. Harris, University of Minnesota Medical School, "Communicating the Character of Deliberation"

13.07 SCIENCE, TECHNOLOGY AND CURRICULUM KNOWLEDGE IN THE 20TH CENTURY: AN HISTORICAL CRITIQUE
Chair: George Willis, University of Rhode Island
Invited Speaker: William F. Connell, University of Sydney (Australia)

Discussants:
William H. Schubert, University of Illinois, Chicago
George J. Posner, Cornell University
Ralph W. Tyler, Science Research Associates

28.18 WHAT'S HAPPENING IN CANADIAN CURRICULUM STUDIES: OVERVIEW AND APPRAISAL
Chair: Edmund C. Short, The Pennsylvania State University
Participants:
Andrew Hughes, Atlantic Institute of Education
Michel Allard, Universite de Quebec a Montreal
F. Michael Connelly, OISE
Walter Werner, University of British Columbia

36.22 GRADING, PARENT-TEACHER CONFERENCES, AND HO[illegible]EWORK: THEIR INFLUENCES ON THE CURRICULUM
Chair: Roger Cunningham, Ohio State University
Participants:
Gail McCutcheon, Ohio state University, "Methods Used in Studying Practitioners' Problems"
Fred Burton, Ohio State University, "How Does Grading Influence the Curriculum?"
Karen Zuga, Kent State University, "How Do Parent-Teacher Conferences Influence the Curriculum?"
Gail McCutcheon, Ohio State University, "How Does Homework Influence the Curriculum?"
Reactors:
Kelly Stevens, Hamilton Central School, "Implications for Administrators"
Chris Willmore, Westerville Public Schools, "Implications for Teachers"
B. Robert Tabachnick, University of Wisconsin, General Discussant

Session 13.07, a newly designed, invited SIG session, continued historical inquiry into curriculum and clearly addressed utilization of such inquiry in contemporary problems, viz., science education. The curriculum deliberation and practical inquiry emphasis was furthered by session 10.06. Sessions on grading and global curriculum (36.22 and 5.04) provided analyses of major contemporary curriculum problem areas, and session 28.18 extended a hand of cooperative inquiry to that in another country, emphasizing the need for comparative curriculum inquiry.

At the Business Meeting it was decided that the invited session would be continued in the subsequent year. Peter Pereira was elected chairperson and Jean King would remain secretary; James Nolan was elected Newsletter editor, but the position was taken over by Edmund Short when Nolan was unable to serve.

April 1984

At the 1984 Annual Meeting of AERA in New Orleans the SIG sponsored or co-sponsored the following sessions:

1.05 CLASSROOM DECISION MAKING IN THEORY AND PRACTICE
Chair: Jennifer Monaghan, Brooklyn College
Participants:
Jean A. King, Tulane University, "The Process of Curriculum Change in the Classroom"
Christine Sleeter, Ripon College and Carl Grant, University of Wisconsin, Madison, "Teacher Autonomy and Determinants of Teacher Work"
Barbara Mason, Garland (Texas) Independent School District, "Teachers Content Decision: Potential for Conflict in Local Curriculum Development"
Thomas Roby, City Colleges of Chicago, "Deliberation and the Arts of Teaching"
Critic:
John Olson, Queen's University, Canada

5.07 TOWARD A THEORY OF ACTION RESEARCH
Chair: Nancy Chism, The Ohio State University
Participants:
Gail McCutcheon, Ohio State University, "On the Evolution of Teachers' Theories of Action through Action Research"
William Schubert and Ann Schubert, University of Illinois. Chicago, "Philosophical Assumptions in the Progressive Evolution of Action Research"
Antoinette Oberg, University of Victoria, "Construct Theory as a Framework for Action Research"
Max van Manen, University of Alberta, "Phenomenology as Action Research"
Discussant:
Judith Green, Ohio State University

5.17 SOURCES FOR CURRICULUM: PHILOSOPHICAL EXPLORATIONS
Chair: Ilene Harris, University of Minnesota
Participants:
Marie Schilling, University of Chicago, "The Nature of Knowledge as the Foundation for Liberal Education: A Critique of Paul Hirst's Views"
Terrence Whaley, University of Chicago, "Mathew Arnold and the Value of Literature: A Lesson for Today?"
William Knitter, Concordia University, Montreal, "Aesthetic Experience as a Model for Curriculum Thought and Action"
Robert Floden, Margaret Buchman, J. R. Schwille, Michigan State University, "The Case for Separation of Home and School"
Critic:
James Charbonnet, New Orleans Public Schools

9.21 BEYOND THE MEASURED CURRICULUM
Chair/Discussant: Carolyn Ellner, California State University, Northridge

Participants:
Frances Klein, USC, "Differing Curriculum Conceptions"
Louise Berman, University of Maryland, "An Interpretive Approach to Curriculum"
Louise Tyler, UCLA, "Learning and Schooling"
Discussant:
Decker Walker, Stanford University

10.08 Article: C.A. Bowers, "Linguistic Roots of Cultural Invasion in Paulo Freire's Pedagogy." Teachers College Record, 1983, 84, 935-953.
Chair: John Packard, The Pennsylvania State University

12.36 Article: Malcolm Skilbeck, "Lawrence Stenhouse: Research Methodology," British Educational Research Journal, 1983, 9, 11-20.
Chair: James Nolan, Lafayette College

14.24 CURRICULUM RHETORIC, RITUALS, AND RATIONALITIES
Chair/Discussant: Millard Clements, New York University
Participants:
Barry Franklin, Augsburg College, "Efficiency and Community: W. W. Charters Reconsidered"
Alan Tom, Washington University, "Curriculum Theory and Responsibility"
Jane White, University of Maryland, Baltimore County, Story and Myth in the Classroom: Informal Transmission of Teaching Traditions"
Jose Rosario, High Scope Educational Research Foundation, "Exercise in Futility: Humanistic Appeals and School Change"
Thomas Popkewitz, Arlene Barry, Alan Pittman, Maura van Sustern, University of Wisconsin, madison, "Educational Change and its Messianic Roots"
Discussant:
Catherine Cornbleth, University of Pittsburgh

15.01 Article: Michael Fullan, "Evaluating Program Implementation: What can be Learned from Follow Through" Curriculum Inquiry, 1983, 13, 215-227.
Chair: Robert J. Kennedy, Nipissing (Ontario) Board of Education.

18.38 THE STORY OF THE SIG ON THE CREATION AND UTILIZATION OF CURRICULUM KNOWLEDGE
Participants:
Edmund Short, The Pennsylvania State University, "Initial Conception"
George Willis, University of Rhode Island, "Professional Activities"
William Schubert, University of illinois, Chicago, "Scholarly Contributions"
Peter Pereira, DePaul University, "Future Directions"

21.12 BUSINESS MEETING

27.04 COMPUTERS IN THE CURRICULUM: VISIONS AND REALITIES
Chair: Peter Pereira, DePaul University
Invited Speakers:
Hugh Burkhardt, University of Nottingham

Robert Tinker, Technical Education Research Center
Discussant:
Karen Sheingold, Bank Street College

37.25 PROCESSES OF CURRICULAR CHANGE IN MEDICINE
Chair: Hugh Scott, Universite de Sherbrooke
Participants:
Lynn Currie, Dalhousie University
Dale Dauphines, McGill University
Victor Neufeld, McMaster University
Discussants:
Joseph Gonella, Jefferson Medical College
Peter Pereira, DePaul University

40.34 Article: Joseph Schwab, "Practical 4: Something for Curriculum Professors to Do," Curriculum Inquiry, 1983, 13, 239-264.
Chair: Edmund Short, The Pennsylvania State University

42.36 Article: Ulf Lundgren, "Social Production and Reproduction as a Context for Curriculum Theorizing" Journal of Curriculum Studies, 1983, 15, 143-154.
Chair: Francine Hultgren, University of Maryland

43.01 THE ROLE OF GOAL DESIGN IN THE DELIBERATIVE PROCESS
Elaine Atkins, Community College of Philadelphia

46.41 Article: Michael Huberman, "Recipes for Busy Kitchens: A Situational Analysis of Routine Knowledge Use in Schools," Knowledge: Creation, Diffusion, and Utilization. 1983, 4, 478-510.
Chair: Colin Marsh, Murdock University

54.31 Article: Herbert Kliebard and Barry Franklin, "The Course of the Course of Study: History of Curriculum," Historical Inquiry in Education: A Research Agenda (AERA, 1983), 138-157.
Chair: Murry Nelson, The Pennsylvania State University

The invited session on computers (27.04) addressed one of the most popularly acknowledge curriculum problems. Session 5.07 on [illegible]n research continued the SIG's historical thrust and increasingly pushed tow[illegible] frontiers of interaction between theory and practice. Such interaction is clos[illegible]in to the problem of knowledge creation and utilization. Frontiers of curriculum knowledge and criticism of the taken-for-granted are pursued in SEssion 9.21 which dares to address alternatives to the powerful measurement ethic that governs much of AERA. Historical and philosophical emphases of the SIG are clearly furthered in Sessions 14.24, 1.05, and 5.17. The emergent interest in deliberation from the two previous years is again developed in Session 43.01 and 37.25. An innovative type of roundtable session was proposed and organized by Edmund Short; it consists of discussion and analysis of prominent curriculum articles published during the year prior to the annual meeting. Finally, the SIG's projection of historical curriculum inquiry is put into practice in a reflective look at ourselves (Session 18.38). This paper is, of course, a part of this study.

Conclusion

This reflective survey of SIG contributions to the AERA, 1971-1984, reveals that the SIG has played an important role in the development of curriculum research and inquiry. Allow me to suggest some of the trends that I interpret from the data of SIG programs.

1. The SIG began by providing beneficial alternatives to the social behaviorist (Schubert, 1980) or conceptual empiricist (Giroux, Penna, and Pinar, 1981) domination of curriculum research at AERA.

2. The SIG did this by sponsoring program sessions that explored substantive domains of curriculum inquiry that were given only passing attention in Division B program session. These include:

   a. epistemological issues about the nature of curriculum research;
   b. alternative modes of curriculum inquiry;
   c. historical perspectives on curriculum knowledge;
   d. philosophical perspectives on curriculum knowledge;
   e. practical inquiry or curriculum deliberation; and
   f. interpretive analyses of student and teacher roles in curriculum inquiry.

3. The SIG also expanded methodological diversity of AERA by providing sessions that exemplified non-conventional modes of curriculum inquiry such as: philosophical analysis, phenomenological inquiry, historical analysis, deliberative practical inquiry, emancipatory inquiry, curriculum theorizing, personal reflection,

naturalistic inquiry, critical theory, responsive evaluation, criticism and connoisseurship.

4. The SIG sessions not only offered alternatives to the curriculum research that was provided by Division B of AERA; they also served an educative function by their example. It might be said that the SIG's educational research was not only research about education, it was also educational in that it had a broadening influence on Division B program offerings. Clearly, this cannot be definitively proved; nevertheless, it is clear that many SIG leaders and scholarly participants who were active in SIG program sessions have subsequently become leaders in Division B and/or have contributed to the methodological and substantive pluralism that has grown in marked proportion over the past ten years. Critics of this claim could write this off as mere correlation (not causation) or they could argue that the pluralism and diversity were a function of larger scale trends in educational inquiry. Despite the fact that the latter is somewhat true, trends evolve from forces, and I suggest that the SIG is one of those influential forces.

5. The SIG was originally established to contribute to a perceived lack of scholarly attention to the creation and utilization of curriculum knowledge. At first this was conceived as a problem of production ad use of knowledge, viewing the two functions somewhat separately. There was a somewhat different early thread which held that creation and utilization were more inseparably connected, and that creation meant reconstruction or reconceptualization of knowledge so that those concerned with curriculum problems could deal with them using more diverse perspectives. This seems to be the direction in which many SIG session shave moved in recent years. Rather than perceiving one group as knowledge creators and another as utilizers, the image of any person connected with curriculum inquiry (e.g., scholars, administrators, supervisors, teachers, consultants, and even students) are both creators and utilizers of curriculum knowledge.

It is, in my view, this image of each individual developing the responsibility to ask fundamental curriculum questions about his/her own growth and its consequences for the growth of others that reconceives the theory into practice problem as practice and theory embedded in one another. This is potentially a highly public form of educational research, and it is a primary direction in which I see the SIG sessions pointing. This, of course, is not the only direction of the SIG and much depends on interests of future leadership and membership. It is, however, a direction that I contend is much needed.

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Appendix B

Invitation to Form the SIG
on "Creation and Utilization of Curriculum Knowledge," 1970

THE UNIVERSITY OF TOLEDO / TOLEDO, OHIO 43606 / [419] 531-5711

College of Education
Department of Curriculum and Teaching

October 7, 1970

Dear AERA Member:

If you would like to see a Special Interest Group formed within AERA along the lines projected in the attached proposed petition, please indicate your interest by signing and returning one copy of the petition and a check for $2.00 made out to me (will be returned if SIG is not formed). Note copy of AERA letter giving guidelines for SIG's.

A response before November 1 will make possible an organizational meeting at AERA in February in New York.

Sincerely yours,

Edmund C. Short

Edmund C. Short
Associate Professor
of Education

ECS/sr

BEST COPY AVAIL

CENTENNIAL 1872 1972

THE UNIVERSITY OF TOLEDO / TOLEDO, OHIO 43606 / [419] 531-5711

College of Education

Dr. Richard A. Dershimer
American Educational Research Association
1126 16th Street, N.W.
Washington, D.C. 20036

Dear Sir:

This is a petition to organize an AERA Special Interest Group on "Creation and Utilization of Curriculum Knowledge."

The purpose shall be to draw together those AERA researchers whose work is focused upon the advancement of knowledge in curriculum. The phenomena to be considered basic to curriculum as a field of study in this SIG are those susceptible to inquiry by means of any and all of the known formalized methods of scholarship. The interest area for this SIG is thus conceived very broadly, but it is to be limited by its consideration of questions that pertain strictly to curriculum in general and not to particular segments of a curriculum nor to particular substantive choices. These questions might be directed, therefore, for example, toward the accumulation of generic knowledge about curriculum definitions, model programs, curriculum designs, the curriculum development process, curriculum objectives, criteria for the selection of curriculum content and methods of organization, curriculum evaluation, and other aspects of theoretical and practical import for the creation of improved educational programs.

This SIG will deal with problems faced by researchers working within the domain described above. Some of these might be 1) the difficulty of maintaining liason with others conducting work in the same field, 2) how to step up quality productivity in the field, 3) what can be done to bring together the scattered literature of the field, 4) the identification of areas of the field where new knowledge is urgently needed, 5) whether analysis, synthesis, and reformulation of knowledge within the field needs to be undertaken for the benefit of various users of that knowledge, and 6) what steps could be taken to improve the linkage between the creation and the utilization of curriculum knowledge.

The deliberation of this SIG could result in a number of valuable consequences: new and varied presentations of research in curriculum at AERA, improved communications among scholars between meetings, developing cooperation with other organizations and agencies that play a part in the creation and utilization of curriculum knowledge, better contact with the users of curriculum knowledge for purposes of both identification of their knowledge requirements and speeding their use of what is known, and increasing the prestige and value placed upon this field of knowledge by those not yet familiar with it.

The guidelines from AERA for establishing and maintaining SIG's have been read and agreed to by those submitting this petition, and they hereby request formal recognition beginning with the February, 1971, meeting of AERA in New York City.

Sincerely,

BEST COPY

american educational
research association

September 24, 1970

Dr. Edmund Short
College of Education
University of Toledo
Toledo, Ohio 43606

Dear Dr. Short:

Thank you very much for your expression of interest in forming a special interest group within AERA.

Association guidelines for the establishment and maintenance of a SIG are the following: 1) a group of 30 or more active members may petition the Executive Officer to establish a SIG, 2) the petition must contain a title for the group and be accompanied by a description of purpose, 3) dues of the SIG may be established by the group at whatever level is required for the fulfillment of the group's objectives, provided that these dues are sufficient to cover the $50.00 assessment levied by the Association for overhead costs, 4) the $50.00 assessment must accompany the original petition, 5) each SIG shall have at least a Chairman and a Secretary, each elected for a two year term in alternate years. The Secretary may be re-elected only once, the Chairman is not eligible for immediate re-election, 6) the Association Council may withdraw recognition of a SIG if its membership falls below 30 active members or if it fails to transmit its annual membership fee to the Central Office by the close of any calendar year, or for other good and sufficient reasons, 7) SIG bylaws and activities may not conflict with the Articles of Incorporation of the Association or its Divisions; power to determine whether conflicts occur rests with the Association Council.

Good luck! If I can be of any assistance in your progress, please keep me advised.

Sincerely yours,

Terry Saario

Terry N. Saario, Ph.D.
Assistant for Professional
and Federal Affairs

TNS:dd

1126 SIXTEENTH STREET, N.W. • WASHINGTON, D. C. 20036 • 202/22[illegible]

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Appendix A

Call for Papers

Division B - AERA: 1969-1985

Division B, Curriculum and Objectives

FOR 1969

Dr. Kenneth J. Rehage
University of Chicago
5835 Kimbark Avenue
Chicago, Illinois 60637

Papers and symposia proposed for inclusion in the Division B sessions of the annual conference may deal with problems related to (1) the development of more adequate curriculum theory; (2) research methodology in the field of curriculum; (3) the application of theory and research to curriculum practice; or (4) the application of knowledge of curriculum affairs to major contemporary educational issues.

Division B, Curriculum and Objectives

FOR 1970

Dr. Henry J. Hermanowicz
College of Education
Illinois State University
Normal, Illinois 61761

Papers and symposia proposed for inclusion in the Division B sessions of the annual conference may deal with problems related to (1) general inquiry into curriculum as a field of study, (2) organization and design of instructional programs, (3) research methodology as applicable to curriculum, (4) evaluation of curriculum projects, (5) analysis of curriculum proposals and their formulation, (6) investigations relevant to the nature of curriculum theory, and (7) applications of knowledge of curriculum affairs to major contemporary social issues.

FOR 1971

Division B: Curriculum and Objectives

(Prior to June 28, 1970)–Dr. Louise L. Tyler, University of California, 405 Hilgard Street, Los Angeles, California 90024, 213–825-2621.

(After June 28, 1970)–Dr. Louise L. Tyler, Faculty of Education, University of British Columbia, Vancouver 8, Canada.

Division B is devoted to scholarly investigations of curriculum with a view to development of viable propositions for understanding and improving education. Papers and symposia proposed for review by Division B may deal with problems related to the following: general inquiry into curriculum as a field of study, organization and design of instructional programs, research methodology as applicable to curriculum, evaluation of curriculum projects, analysis of curriculum proposals and their formulation, investigations relevant to the nature of curriculum theory, and applications of knowledge of curriculum affairs to major contemporary social issues.

In view of this emphasis on development of propositions for the understanding of curriculum, papers and symposia should not be limited merely to descriptive accounts of work undertaken, but must attempt to explain and account for the data or the point of view espoused. Therefore, only papers designed for presentation in the "Critique" or "Single-Participant" modes are being solicited.

Division B: Curriculum and Objectives

FOR 1972

Program Chairman: James MacDonald, School of Education, University of Wisconsin, Milwaukee, Wisconsin. 53202. (414)228-4844

Division B, devoted to scholarly investigation of curriculum which focuses on the development of propositions for understanding, criticizing, and improving education, solicits proposals for papers and symposia dealing with problems related to the following: general inquiry into curriculum as a field of knowledge and study; philosophical analyses of the derivation of objectives; methods, criteria, and processes of criticism, justification, and assessment relevant to formative evaluation of curriculum proposals and statements; analyses of the nature and organization of knowledge and school subject matter; research studies and examination of research methods in relation to curriculum theory; investigations of the relationship of curricular plans to other aspects of schooling *e.g.* school organization, instruction, applications of knowledge of curriculum affairs to major contemporary issues.

Papers and symposia should not be limited to descriptive accounts of work undertaken, but must attempt to explain and account for the data or the point of view espoused.

Division B: Curriculum and Objectives

FOR 1973

Program Chairman: David Turney, Dean, School of Education, Indiana State University, Terre Haute, Indiana, 47809, (812) 232-6311

Division B, devoted to scholarly investigation of curriculum which focuses on the development of propositions for understanding, criticizing, and improving education, solicits proposals for papers and symposia dealing with problems related to the following: general inquiry into curriculum as a field of knowledge and study; philosophical analyses of the derivation of objectives; methods, criteria, and processes of criticism, justification, and assessment relevant to formative evaluation of curriculum proposals and statements; analyses of the nature and organization of knowledge and school subject matter; research studies and examination of research methods in relation to curriculum theory; investigations of the relationship of curricular plans to other aspects of schooling, e.g. school organization, instruction; applications of knowledge of curriculum affairs to major contemporary issues.

Papers and symposia should not be limited to descriptive accounts of work undertaken, but must attempt to explain and account for the data or the point of view espoused.

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Division B: Curriculum and Objectives

Program Chairwoman: Marcella Kysilka FOR 1974

Division B, devoted to scholarly investigation of curriculum which focuses on the development of propositions for understanding, criticizing, and improving education, solicits proposals dealing with problems related to the following:

(1) Philosophical analyses of the derivation of educational objectives;

(2) General inquiry into curriculum as a field of knowledge and study;

(3) Analyses of the nature and organization of knowledge and school subject matter;

(4) Application of knowledge of curriculum matters to major contemporary issues;

(5) Research studies and examinations of research methods in relation to curriculum theory;

(6) Investigations of the *relationship* of curricular plans to other aspects of schooling (e.g., school organization, instruction);

(7) Methods, criteria, and processes of curriculum criticism; justification and assessment relevant to formative evaluation of curriculum proposals and statements.

Papers and symposia should not be limited to descriptive accounts of work undertaken, but must attempt to explain and account for the data or the point of view espoused. Papers and Symposia having to do *principally* with topics other than cur-

Division B: Curriculum and Objectives FOR 1975

Program Co-chairmen: Thomas Grayson and Ulf Lundgren

Division B, devoted to scholarly investigation of curriculum which focuses on the development of propositions for understanding, criticizing, and improving education, solicits proposals dealing with problems related to the following:

(1) General inquiry into curriculum as a field of knowledge and study.

(2) Examinations of research methods in relation to curriculum theory, methodological issues in curricular discourse including criticism, justification, and evaluation;

(3) Research studies on issues in curriculum, including historical and philosophical research studies.

(4) Analysis or evaluation of new curricula or forms of school organization that illuminate general questions associated with new conceptions of curricula for the schools,

(5) Investigations of the relationships of curricular plans to other aspects of schooling;

(6) Inquiry in the areas of need assessments, objectives, or goals in curriculum and school subject matters.

(7) Curriculum development and evaluation in the area of media and technology.

Papers and symposia should not be limited to descriptive accounts of work undertaken, but must attempt to explain and account for the data or the point of view espoused. Papers and Symposia having to do *principally* with topics other than curriculum matters (e.g., school learning, instructional strategies, school organizational patterns) should be submitted to other AERA divisions

Send Proposals to: *Thomas Grayson*
276 Education
University of Illinois
Urbana, IL 61801

Division B: Curriculum and Objectives

Program Chair: Edmund C. Short FOR 1976

Division B, devoted to scholarly investigation of curriculum which focuses on the development of propositions for understanding, criticizing, and improving education, solicits proposals dealing with problems related to the following:

(1) General inquiry into curriculum as a field of knowledge and study;

(2) Examinations of research methods in relation to curriculum theory; methodological issues in curricular discourse including criticism, justification and evaluation;

(3) Research studies on issues in curriculum, including historical and philosophical research studies;

(4) Analysis or evaluation of new curricula or forms of school organization that illuminate general questions associated with new conceptions of curricula for the schools;

(5) Investigations of the relationships of curricular plans to other aspects of schooling;

(6) Inquiry in the areas of needs assessment, objectives, or goals in curriculum and school subject matters;

(7) Curriculum development and evaluation in the area of media and technology.

Papers and symposia should not be limited to descriptive accounts of work undertaken, but must attempt to explain and account for the data or the point of view espoused. Papers and Symposia having to do *principally* with topics other than curriculum matters (e.g., school learning, instructional strategies, school organizational patterns) should be submitted to other AERA divisions.

Send proposals to: *Edmund C. Short*
141 Chambers Bldg.
The Pennsylvania State University
University Park, PA 16802

Division B: Curriculum and Objectives

Program Chair: Louis Rubin FOR 1977

Division B, devoted to scholarly investigation of curriculum and the development of propositions for understanding and improving education, solicits proposals related to the following:

(1) General inquiry into curriculum as a field of knowledge;

(2) Research methods in relation to curriculum theory; methodological issues in curricular discourse;

(3) Research studies on issues in curriculum;

(4) Analysis or evaluation of new curricula and new forms of school organization;

(5) The relationship of curriculum to other aspects of schooling;

(6) Inquiry in the areas of needs assessment, objectives, and goals in instruction;

(7) Curriculum development associated with media and technology.

(8) Theoretical exploration regarding the interaction between school and society

Papers and symposia need not be limited to descriptive accounts of work undertaken, but must substantiate the data or the point of view espoused. Papers and symposia having to do *principally* with topics other than curriculum matters (e.g., school learning, instructional strategies, school organizational patterns) should be submitted to other AERA divisions.

Send proposals to: *Louis Rubin*
College of Education
University of Illinois
Urbana, IL 61801

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Division B: Curriculum and Objectives

FOR 1978

Program Co-chairs: Louis Rubin and Joel Weiss

Division B, devoted to scholarly investigation of curriculum and the development of propositions for understanding and improving education, solicits proposals relating to the following:

(1) General inquiry into curriculum as a field of knowledge

(2) Research methods in relation to curriculum theory: methodological issues in curricular discourse

(3) Research studies on issues in curriculum

(4) Analysis or evaluation of new curricula and new forms of school organization

(5) The relationship of curriculum to other aspects of schooling

(6) Inquiry in the areas of needs assessment, objectives, and goals in instruction

(7) Curriculum development associated with media and technology

(8) Theoretical exploration regarding the interaction between school and society

Papers and symposia need not be limited to descriptive accounts of work undertaken, but must substantiate the data or the point of view espoused. Papers and symposia having to do *principally* with topics other than curriculum matters (e.g., school learning, instructional strategies, school organizational patterns) should be submitted to other AERA divisions.

Send proposals to:

Louis Rubin
College of Education
University of Illinois
Urbana, IL 61801

Division B: Curriculum and Objectives

FOR 1979

Program Co-chairs: Joel Weiss and Gary A. Griffin

Division B solicits proposals in all modes which reflect educational issues within a curriculum context. This includes curriculum as a broadly conceived field of knowledge as well as such components of curriculum as organization, learning, and curriculum planning, development, and implementation. Proposals may report work already accomplished or work in progress. Symposia may present several complementary papers reflecting an organized line of thought or may provide opportunities for debating central curriculum issues from different points of view. Foci for proposals include, but are not limited to, the following:

(1) Curriculum as a field of knowledge

(2) The relation of philosophy, human development, social and cultural contexts to curriculum theory and/or practice

(3) Methodologies of curriculum inquiry including those which differ from experimental design (e.g. case studies, ethnographic studies, etc.)

(4) Historical studies of curriculum issues

(5) Curriculum planning and implementation in conventional public settings as well as in educative environments other than public schools

(6) Political, social, economic, and organizational phenomena as they are related to curriculum change

(7) Evaluation of curriculum

(8) The preparation, use, and effect of curriculum materials, including media and technology.

In cases of mutual interest, Division B will co-sponsor joint sessions with other divisions. Sessions specifically intended for joint divisional sponsorship should include a note to that effect when submitted.

Send proposals related to 1–4 above to:

Joel Weiss, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1VS.

Send Proposals related to 5–8 above to:

Gary A. Griffin, Box 73, Teachers College, Columbia University, New York, NY 10027.

Curriculum proposals which do not appear to relate to any of the areas noted above should be sent to Joel Weiss, address above.

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Division B: Curriculum and Objectives

Program Chair: Thomas S. Popkewitz
Assistant Chair: Deborah Steward

FOR 1980

Division B invites proposals concerned with curriculum issues. Submissions are encouraged that relate to identifying social, ethical, and political issues in curriculum plans, proposals, implementation, argumentation, and discourse. Proposals may include, but are not limited to the following:

(1) Curriculum as a field of knowledge—including relation of philosophy, history, and human development to curriculum practice; the preparation, use, and effects of curriculum materials in schools and educational environments other than schools; relation of teacher education to curriculum issues.

(2) Educational contexts as curriculum—giving attention to the ways in which the social patterns of schoolwork and discourse produce knowledge. The division invites proposals concerning issues related to social/cultural, economic, and/or political dimensions of patterns of school conduct.

(3) Curriculum change and stability—including social/cultural dimensions of curriculum change; the relation of change to educational reform; historical analysis of change and stability; curriculum development in nations other than the United States (industrial and nonindustrial).

(4) Methodologies of curriculum inquiry—assumptions, implications, and consequences of different research approaches.

Members are urged to organize symposia which provide opportunities for debating curriculum issues from different points of view.

Sessions intended for joint divisional sponsorship should be noted in the proposal.

Send proposals to:

Thomas S. Popkewitz, University of Wisconsin, 1025 West Johnson Street, Madison, WI 53706.

Division B: Curriculum Studies

Program Chair: Gail McCutcheon FOR 1982

Division B invites proposals regarding the nature and improvement of curriculum practice, research and theory. Proposals about educational, social, political and ethical issues surrounding curriculum development, implementation, argumentation, research, and theory building are encouraged. Proposals may include the following, but are not limited to them:

(1) Curriculum inquiry—discussions of the varieties of conceptual bases, assumptions, implications, issues and consequences of various approaches to curriculum research and evaluation; assessments of past inquiry, discussions of issues regarding various forms of reporting inquiry.

(2) Curriculum practice in schools (all levels) and in nonschool settings—analysis of curriculum projects and practice; studies of teachers' use of the curriculum; studies of students' experiences with the curriculum; historical, philosophical and sociopsychological perspectives on practice; studies of varying approaches to curriculum development, design, implementation and change; discussions of the functions of schooling.

(3) The social bases of curriculum—sociocultural and political sources of the curriculum; the curriculum as a shaper and reflection of social values.

(4) The nature of knowledge—conceptualizations of the subject matter or content of schooling.

(5) Historical studies of curricular issues, events and ideas.

(6) Curriculum theory making—discussions of the varieties of bases, assumptions, and processes of theory making about curriculum matters; consequences and implications of particular views of curriculum theory making.

Division B encourages symposia debating or discussing issues from various viewpoints. Sessions intended for joint sponsorship by Division B and another division or SIG are appropriate; this should be noted in the proposal.

Send proposals to:

Gail McCutcheon, The Ohio State University, Foundations and Research, 121 Ramseyer Hall, 29 W. Woodruff Ave., Columbus, OH 43210.

Division B: Curriculum and Objectives

FOR 1981

Program Chair: Elizabeth Vallance

Division B is concerned with the nature and improvement of curriculum practice, research, and theory, and it invites proposals on those topics. Curriculum concerns touch on many aspects of Educational endeavor and can serve as a focus for them. Accordingly, proposals are encouraged that deal with the educational, social, political and ethical issues in curriculum plans, development, implementation, argumentation, research and theory-building. Proposals may include the following but are not limited to them:

(1) Curriculum inquiry and research — conceptual bases, assumptions, implications, issues and consequences of various research approaches, both traditional and qualitative; assessments of past and present curriculum research; interpretation of curriculum research in terms of its application to practice; sources of research questions and hypotheses in conventional and naturalistic research in curriculum.

(2) Analysis and evaluation of practice — assessments of curriculum projects in light of their political, ethical, and social impacts; contributions of curriculum practice to the improvement of theory; relation of teacher education to curriculum planning, implementation, and change; alternative approaches to curriculum design, and critiques of various alternative models; history of curriculum change and stability; implications of federal, state and local policy and funding for curriculum practice.

(3) The social bases of curriculum — the role of social, cultural, and administrative patterns in shaping curricula and their teachings; the practical sociocultural and political sources of curriculum content, method, and argumentation; curriculum as a shaper of and reflection of social values; political implications of curriculum development and implementation.

(4) Curriculum as a "discipline" — issues involved in defining curriculum as a discipline or field of study; historical, philosophical, and sociopsychological perspectives on curriculum theory and practice; the interrelationship of theory and practice in curriculum discourse; critical analyses of curriculum theory and debate; assessments of major curriculum issues in the past, present, or future.

(5) Curriculum in the larger educational context — the implications for curriculum of teacher education research, learning theory, school organization and administration, educational technology, educational policy analysis, national and local demographic changes, value conflicts, changing school finance patterns, or other significant trends influencing what is taught in schools.

(6) Historical perspectives on the curriculum — analyses and critiques of various educational movements and philosophies as they affect the curricula of schools and other educational settings; case studies of curriculum change or consolidation as social history; interpretations of historical data and patterns in terms of their impact on the content, method, and argumentation of curriculum; the curriculum as historical document.

(7) Curriculum at the postsecondary level — issues involved in the design of general and specialized curricula at the college level, applications of curriculum research and theory to schooling beyond grade 12; problems of articulation between K-12 and postsecondary education; issues involved in the concept of general education; goals and evaluation of postsecondary schooling.

(8) Comparative studies of curriculum — comparative analyses of the bases, form, and politics of curriculum making in America and/or other countries; international issues in curriculum planning, implementation, and evaluation; contributions of an international perspective to curriculum theory and research.

Division B welcomes and encourages symposia which allow for dialogue about curriculum issues from various points of view. Any sessions intended for joint sponsorship by Division B and any other Division or a SIG should be identified as such in the proposal; jointly sponsored sessions are appropriate.

Send proposals to:

Elizabeth Vallance, Division of Continuing Education, 306 Umberger Hall, Kansas State University, Manhattan, Kansas 66506.

Division B: Curriculum Studies

Program Chair: William H. Schubert FOR 1983

Division B invites proposals that focus on the nature and improvement of curriculum practice, theory, and research. Submissions are encouraged that include but are not limited to the following:

(1) Curriculum inquiry and theory—treatment of philosophical roots, implications, problems, consequences, interpretations, criticisms, and applications of differing orientations to curriculum scholarship.

(2) Curriculum contexts—perspectives on and studies of cultural, social, political, economic, and organizational environments and their influence on curricula.

(3) Curriculum practice in school settings—description, analysis, interpretation, and evaluation of the experience of teachers, students and administrators and varying approaches to curriculum development, design, implementation, and change; consequences of schooling.

(4) Curriculum practice in nonschool settings—application of curriculum perspectives to education that occurs in nonschool environments, both institutional and noninstitutional.

(5) Curriculum history—interpretation of issues, events, practices, ideas, prominent persons, and movements in the curriculum field.

(6) Curricular content—analysis, criticism, and proposal of subject matter (offered or neglected); related interpretations of knowledge; conceptions of worthwhile knowledge.

(7) International perspectives—study of the impact on curriculum of problems such as human rights, nuclear proliferation, poverty, ecological crises, diminution of the arts, population, etc.; curricular possibilities in view of such problems; comparative curricular studies.

Division B encourages symposia (and innovative session formats) that stimulate dialogue and debate on curriculum issues from differing perspectives. Sessions intended for joint sponsorship by Division B and another division or SIG are appropriate, and should be noted clearly in the proposal or a cover letter.

Send proposals to:

William H. Schubert, College of Education, Box 4348, University of Illinois at Chicago Circle, Chicago, IL 60680.

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Division B: Curriculum Studies

fr 1984

Program Chair: Ian Westbury

Division B invites proposals that focus on curriculum practice, theory, and research. Submissions are encouraged that include, but are not limited to, the following:

1. Curriculum theory—treatment of philosophical roots, implications, problems, consequences, interpretations, criticisms, and applications of differing orientations to curriculum scholarship.

2. Curriculum contexts—studies of cultural, social, political, economic, and organizational environments and their influence on curricula.

3. Curriculum practice in school settings—description, analysis, interpretation, and evaluation of the experience of teachers, students, staff developers, and administrators, and varying approaches to curriculum development, design, implementation, and change; consequences of curricula and schooling.

4. Curriculum practice in nonschool settings—application of curriculum perspectives to education that occurs in nonschool environments, both institutional and noninstitutional.

5. Curriculum history—interpretation of issues and movements in curricular practice and inquiry.

6. Curricular content—analysis and criticism of subject matter (offered or neglected), related interpretations of knowledge, conceptions of worthwhile knowledge.

7. Curricular perspectives—study of the impact on curriculum or vocational preparation, socioeconomic well-being, the quality of life, equal opportunities; curricular possibilities in view of such problems.

8. International and comparative curricular studies, including the analysis of curricular policies and policy making.

Sessions intended for joint sponsorship by Division B and another division or SIG are appropriate, and should be noted clearly in the proposal or a cover letter. **Send proposals to Ian Westbury, Curriculum Laboratory, University of Illinois at Urbana-Champaign, 1212 W. Springfield, Urbana, IL 61801.**

Division B: Curriculum Studies

fr 1985

Program Chair: Karen Kepler Zumwalt

Division B invites proposals that focus on the nature and improvement of curriculum practice, theory, and research. Submissions are encouraged that include but are not limited to the following:

(1) Curriculum inquiry and theory—treatment of philosophical roots, implications, problems, consequences, interpretations, criticisms, and applications of differing orientations to curriculum scholarship.

(2) Curriculum contexts—perspectives on and studies of cultural, social, political, economic, and organizational environments and their influence on curricula.

(3) Curriculum practice in school settings—description, analysis, interpretation, and evaluation of the experience of teachers, students, staff developers, and administrators and varying approaches to curriculum development, design, implementation, and change; consequences of schooling.

(4) Curriculum practice in nonschool settings—application of curriculum perspectives to education that occurs in nonschool environments, both institutional and noninstitutional.

(5) Curriculum history—interpretation of issues, events, practices, ideas, prominent persons, and movements in the curriculum field.

(6) Curricular content—analysis, criticism, and proposal of subject matter (offered or neglected); related interpretations of knowledge; conceptions of worthwhile knowledge.

(7) Curricular perspectives—study of the impact on curriculum of problems such as human rights, nuclear proliferation, poverty, ecological crises, diminution of the arts, population, etc.; curricular possibilities in view of such problems; international and comparative curricular studies.

Division B encourages symposia (and innovative session formats) that stimulate dialogue and debate on curriculum issues from differing perspectives. Sessions intended for joint sponsorship by Division B and another division or SIG are appropriate, and should be noted clearly in the proposal or a cover letter.

Send proposals to:

Karen Kepler Zumwalt, Box 107, Teachers College, Columbia University, New York, NY 10027.

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Appendix C

Invitation to Initial Organizational Meeting

THE UNIVERSITY OF TOLEDO / TOLEDO, OHIO 43606 / [419] 531-5711

College of Education

Jan. 1971

An organizational meeting of a Special Interest Group in AERA on "Creation and Utilization of Curriculum Knowledge" is announced for Friday, February 5, 1971, at 9:45 a.m., in the Americana Hotel. The room will appear in the final program schedule.

So far, less than thirty AERA members have indicated their willingness to form such a SIG. To bring the number above the required thirty, you may wish to encourage others who might be interested to come with you to this meeting. The agenda will include discussion of problems related to the topic of this SIG as described in the petition circulated to you earlier.

Unless you instruct me otherwise, your check will be held until it is determined at the meeting whether the SIG is to be established.

I look forward to seeing you at the session. Thank you for your cooperation.

Sincerely,

Edmund C. Short
Associate Professor of Education

ECS:cc

AERA SIG on Creation and Utilization of Curriculum Knowledge

Session S29-1: Organizational Meeting
Friday, February 5, 1971, 9:45 a.m.
Chambord 14 and 15, Americana Hotel

Scope of Interest to be Encompassed by this SIG:

Only one kind of curriculum research is to be encompassed by the work of this SIG. The focus of this research is to be upon the study of the creation and utilization of curriculum knowledge. The phenomena of interest in this domain are the inputs, processes, and products both of curriculum inquiry and of the utilization of such created knowledge. Neither the generation of particular items or systems of curriculum knowledge nor the use of any such knowledge is the intent of this kind of research activity. Rather, its purpose is to attain a more thorough understanding of the phenomenon of the creation and utilization of curriculum knowledge itself, and, ultimately to contribute to the improvement of the conduct of these activities. Thus, it is concerned with research on a particular type of research-into-practice problem. Studies appropriate to this kind of problem and within the limits of the stated purpose would seek to identify variables at work in these interrelated activities, would attempt to explain various relationships between them, and would provide guidelines for action based on this extended understanding of the phenomena. The difficulties encountered in producing curriculum knowledge that is needed and which will be used cannot be reduced until the phenomenon is better understood and related practical questions are answered. Attention of curriculum researchers can be drawn to these matters if they are in touch with each other through this SIG.

Appendix D

Invitation to Charter Membership

THE UNIVERSITY OF TOLEDO / TOLEDO, OHIO 43606 / [419] 531-5711

College of Education

Feb. 17, 1971

MEMBERS AND PROSPECTIVE MEMBERS OF AERA

SIG on "Creation and Utilization of Curriculum Knowledge:"

Despite competition with the moon walk and icy roads in the New York Area, a small group assembled Friday, February 5, in the Americana to consider organizing this SIG. The discussion revealed interest in varying dimensions of the SIG topic, including: 1) studies of who uses curriculum knowledge in their decisions and how it is used, 2) studies of the prevailing conceptualizations of curriculum, 3) what can be taught as curriculum knowledge or used in training programs, 4) the derivation of improved methods of inquiry in curriculum research.

Concern was expressed that the work of this SIG should not overlap that which is carried on in other related groups. The full range of possible areas of interest compatible with that limitation could not be explored in the time available, but a clearer statement of purpose was thought desirable if the SIG is to attract persons who could best find their interests appropriately expressed through the SIG.

In this session and in informal discussions following the meeting, Edmund Short, who is coordinating the organizational phase of the SIG, was advised to circulate a brief report of the February 5th meeting and to solicit suggestions on purposes and possible activities of the group from those who have paid their $2.00 fee as members and from others who might be interested in affiliating with the group. It was felt that the ease with which planning and sharpening the focus of the SIG could be done depends largely upon its being officially recognized by the AREA Council. This event will mean that a number of individuals, who may be interested but who are reluctant to join a group having an uncertain future, will more readily express their intentions to work with the group. In addition, certain publicity privileges accrue from this recognition. In an effort to hasten this possibility, all AERA members who find themselves drawn to the purposes and activities proposed herein, are asked to express their commitment and their suggestions by return mail and to include a check for $2.00 as a part of the assessment required by AERA upon formation of such a SIG. (A copy of the AERA guidelines for SIG's is available upon request from E. Short). Plans are to submit the formal petition to the Executive Officer within two or three weeks. All who wish to be included should respond now to this invitation.

The list of members is growing and already includes, among others, Division B's Vice-President O. L. Davis, Mauritz Johnson, Morton Alpren, George Beauchamp, Elizabeth S. Maccia, Marcella Lawler, Morton Waimon, Rolland Callaway, C. Glen Hass, Norman Overley, Louise Hock, John Voth, Morris Finder, Thomas Whiteley, Francis Hunkins, Helen Burchell, and Richard Saxe. Expressions of interest have come from the Far West Laboratory for Research and Development, Houghton Mifflin Company, Amherst Center for the Study of Educational Innovations, New York City's Bureau of Curriculum Development, Educational Testing Service, and a number of graduate students in curriculum. Attendance at Paper Session B 22, at which research methodologies in curriculum were discussed, was over 70. That seemed exceptional, given the fact that it was not during "prime time." SIG S 22 on "Research Utilization" has approached us on the possibility of jointly sponsoring a session at the 1972 AERA meeting. Though Division B would seem a natural parent for this new SIG, there is evidence of interest across divisions and across disciplines. No doubt the Educational Researcher could reach many such potential members, and within Division B the newly established vehicle for disseminating items of interest to Division B, through the columns of Curriculum Theory Network (OISE), should be a valuable means of enlisting interest from members of this division.

Three formulations that might reflect the purpose of the SIG on "Creation and Utilization of Curriculum Knowledge" have been developed. The first (see sheet with University of Toledo letterhead) submitted to prospective members last October, seemed to many people too broad. The second was presented in the form of a set of major questions. The third represents more nearly the thinking at the time of the AERA meeting. While there is no need to have a final statement at this point in time, those interested in this SIG are asked to review these statements and to express their own convictions about the most desirable purposes for it.

In addition, please send in specific suggestions for papers that you could prepare for possible presentation in 1972 in connection with some aspect of the SIG topic. It is doubtful that any SIG can exist for long in AERA unless it produces studies of merit at AERA. Topics that should be studied, even if you are not equipped to do them, might well be submitted; perhaps someone who is competent in that area can be found to undertake such work. It has also been recommended that activities other than conducting studies and giving papers be undertaken, perhaps even between annual meetings. List suggestions of this kind if you have them.

The chairmen of all SIG's in AERA attended a meeting February 6th with the Executive Officer in New York City. It was evident from the conversations that the continued health of the SIG's, as well as of AERA as a whole, no doubt, depends upon the ability of the SIG's to locate and to serve the research interests of segments of the membership not previously well served. Let us hope that this SIG can do this. Here's a real opportunity. Take advantage of it.

Sincerely,

Edmund C. Short

Edmund C. Short

P.S. Anyone attending ASCD who wishes to discuss this SIG should meet me Sunday, March 7th, between 3:30 and 6:00 in the Lennox Hotel.

ECS/jah

AERA SIG on "Creation and Utilization of Curriculum Knowledge"

My thoughts on:

Purpose of the SIG:

Studies to present in 1972:

Other SIG activities:

$2.00 membership fee enclosed: ________
previously paid: ________

Signed: ____________________
Date: ____________________

SIG on Creation and Utilization of Curriculum Knowledge

Major Questions:

Would a regular systematic identification and classification of curriculum studies be of value to scholars and practitioners?

How might such work be organized and maintained so that regular and on-going results could be assured?

What kinds of expertize would be required for appropriate identification and classification of studies? How could such expertize be commanded?

In what form should the results of this work be put? Lists or bibliographies? Annotated? Computer print-outs? Subscription mailings? Information retrieval centers (e.g., ERIC)? Scholarly or practitioner journals?

Would additional scholarly work analyzing, relating, or synthesizing associated documents and studies be of value to researchers, developers, students, program decision-makers, etc.?

Should this work be carried on in conjunction with the work previously mentioned? Who could be called upon to assist in this kind of work?

Would a special program of publication and dissemination be advisable in order to put the knowledge created before potential users? Or could currently available outlets be used?

What types of users exist for curriculum scholarship? Would each type require special formulations of knowledge extracted from the gradually increasing reservoir of general curriculum knowledge? Is there a certain form in which the knowledge needed by each type of user should be put if it is to be utilized rather than ignored?

Do studies of various users' requirements for curriculum knowledge need to be undertaken?

What could be done to foster research in areas where users of curriculum knowledge find that the knowledge they require does not already exist?

Should the institution handling the structuring of existing scholarship and/or the reformulation of that knowledge for particular users be the one to commission and oversee additional research found to be needed by users? Or can existing means be stimulated to undertake such work voluntarily? Or can some other agency be utilized in engaging directly in such new work?

Appendix E

Petition to AERA to Recognize the SIG

April 21, 1971

Dr. Richard A. Dershimer
American Educational Research Association
1126 Sixteenth Street, N. W.
Washington, D. C.   20036

Dear Sir:

This is a petition to form an AERA Special Interest Group on "Creation and Utilization of Curriculum Knowledge."

A tentative statement of purpose for this is provided on a seperate page. Please find enclosed a check for $50.00 to cover the initial assessment by AERA. Names of those people initiating this petition are attached to this letter.

Acting co-chairmen are: Edmund C. Short (The University of Toledo), and Paul R. Klohr (The Ohio State University). George J. Posner (State University of New York at Albany) is acting secretary.

Submitted on behalf of the SIG members.

Edmund C. Short,
Associate Professor of Education

ECS/sjs

Enclosures

BEST COPY

THE UNIVERSITY OF TOLEDO / TOLEDO, OHIO 43606 / [419] 531-5711

College of Education

Dr. Richard A. Dershimer
American Educational Research Association
1126 16th Street, N.W.
Washington, D.C. 20036

Dear Sir:

This is a petition to organize an AERA Special Interest Group on "Creation and Utilization of Curriculum Knowledge."

The purpose shall be to draw together those AERA researchers whose work is focused upon the advancement of knowledge in curriculum. The phenomena to be considered basic to curriculum as a field of study in this SIG are those susceptible to inquiry by means of any and all of the known formalized methods of scholarship. The interest area for this SIG is thus conceived very broadly, but it is to be limited by its consideration of questions that pertain strictly to curriculum in general and not to particular segments of a curriculum nor to particular substantive choices. These questions might be directed, therefore, for example, toward the accumulation of generic knowledge about curriculum definitions, model programs, curriculum designs, the curriculum development process, curriculum objectives, criteria for the selection of curriculum content and methods of organization, curriculum evaluation, and other aspects of theoretical and practical import for the creation of improved educational programs.

This SIG will deal with problems faced by researchers working within the domain described above. Some of these might be 1) the difficulty of maintaining liason with others conducting work in the same field, 2) how to step up quality productivity in the field, 3) what can be done to bring together the scattered literature of the field, 4) the identification of areas of the field where new knowledge is urgently needed, 5) whether analysis, synthesis, and reformulation of knowledge within the field needs to be undertaken for the benefit of various users of that knowledge, and 6) what steps could be taken to improve the linkage between the creation and the utilization of curriculum knowledge.

The deliberation of this SIG could result in a number of valuable consequences: new and varied presentations of research in curriculum at AERA, improved communications among scholars between meetings, developing cooperation with other organizations and agencies that play a part in the creation and utilization of curriculum knowledge, better contact with the users of curriculum knowledge for purposes of both identification of their knowledge requirements and speeding their use of what is known, and increasing the prestige and value placed upon this field of knowledge by those not yet familiar with it.

The guidelines from AERA for establishing and maintaining SIG's have been read and agreed to by those submitting this petition, and they hereby request formal recognition beginning with the February, 1971, meeting of AERA in New York City.

Sincerely,

BEST COPY

The individuals listed below submit the attached petition to form an AERA Special Interest Group on "Creation and Utilization of Curriculum Knowledge".

Morton Alpren	Temple University
Vernon E. Anderson	University of Maryland
George Beauchamp	Northwestern University
Amy Frances Brown	Nashville, Tennessee
Helen Burchell	University of Pennsylvania
Joel L. Burdin	ERIC Clearinghouse on Teacher Education
Rolland Callaway	University of Wisconsin-Milwaukee
O.L. Davis, Jr.	University of Texas at Austin
Dewitt C. Davison	University of Toledo
Morris Finder	State University of New York at Albany
I. David Glick	University of Toledo
Paul M. Halverson	University of Georgia
C. Glen Hass	University of Florida
Louise E. Hock	New York University
Francis P. Hunkins	University of Washington
James J. Jelinek	Arizona State University
Mauritz Johnson	State University of New York at Albany
Paul Klohr	Ohio State University
Phil C. Lange	Columbia University
Marcella R. Lawler	Columbia University
Elizabeth S. Maccia	Indiana University
John M. Mickelson	Temple University
Norman Overly	Indiana University
George Posner	State University of New York at Albany
Arthur D. Roberts	University of Connecticut
Richard M. Saxe	University of Toledo
Kenrick Seepersad	Hampshire College
B.C. Smith	University of South Florida
Edmund C. Short	University of Toledo
Robert T. Utz	University of Toledo
John A. Voth	University of Missouri at Columbia
Morton Waimon	Illinois State University
Thomas W. Whiteley	University of Saskatchewan
Vivian C. Wolf	Seattle, Washington

american educational
research association

April 24, 1971

Dr. Edmund Short
College of Education
University of Toledo
Toledo, Ohio 43606

Dear Dr. Short:

Thank you very much for your response to the letter which requested receipt of the formal petition and the $50.00 assessment.

It is my pleasure to welcome your SIG into the organization. Please feel free to contact the Central Office whenever we can be of assistance.

Looking forward to hearing of your activities.

Cordially,

Richard A. Dershimer

Richard A. Dershimer
Executive Officer

RAD:dd

1126 SIXTEENTH STREET, N.W. • WASHINGTON, D. C. 20036 • 202/223-9485

Appendix F

SIG Newsletters: 1971-1984

NEWSLETTER

# of the

AERA Special Interest Group on

CREATION AND UTILIZATION OF CURRICULUM KNOWLEDGE

Issue No. 1 October, 1971

Events of the 1970-71 Year

Preliminary consultation among a number of curriculum researchers during the year, 1970-71, resulted in an invitation to AERA members interested in forming a Special Interest Group on "Creation and Utilization of Curriculum Knowledge" to meet in New York in February at the 1971 AERA annual meeting. Various interpretations of the need for a SIG on this topic were presented and discussed at that time. By April a sufficient community of interest was identified and supported by the commitment of a large enough number of persons that AERA was petitioned to recognize the new SIG officially. The group is now functioning as one of a variety of such SIG's within AERA. The presentation of studies and the discussion of future needs and directions of the group will be a part of the formal AERA program in Chicago in April, 1972. All interested researchers, whether from Division B (Curriculum and Objectives) or from other divisions, are welcome to join and actively participate. Current members are listed on a separate page.

Prupose of the SIG

The attention of the SIG on "Creation and Utilization of Curriculum Knowledge" will focus upon certain aspects of curriculum research which until now have received little formal attention. These are identified as the phenomenon of curriculum inquiry, that of the utilization of the products of curriculum inquiry, and, thirdly, the relationship between these two. Researchers who are conducting studies related to any of these phenomena, in addition to those interested in undertaking studies in these areas, and those wishing to be made aware of findings of such studies, will find opportunity to evidence their common interest through this SIG.

In the words of the group's statement of purpose,

> "Only one kind of curriculum research is to be encompassed by the work of this SIG. The focus of this research is to be upon the study of the creation and utilization of curriculum knowledge. The phenomena of interest in this domain are the inputs, processes, and products both of curriculum inquiry and of the utilization of such created knowledge. Neither the generation of particular items or systems of curriculum knowledge nor the use of any such knowledge is the intent of this kind of research activity. Rather, its purpose is to attain a more thorough understanding of the phenomenon of the

creation and utilization of curriculum knowledge itself, and, ultimately to contribute to the improvement of the conduct of these activities. Thus, it is concerned with research on a particular type of research-into-practice problem. Studies appropriate to this kind of problem and within the limits of the stated purpose would seek to identify variables at work in these interrelated activities, would attempt to explain various relationships between them, and would provide guidelines for action based on this extended understanding of the phenomena. The difficulties encountered in producing curriculum knowledge that is needed and which will be used cannot be reduced until the phenomenon is better understood and related practical questions are answered. Attention of curriculum researchers can be drawn to these matters if they are in touch with each other through this SIG."

Officers During SIG Formation

Edmund C. Short, Associate Professor of Education, The University of Toledo, and Paul Klohr, Professor of Education, The Ohio State University, are serving as Acting-Co-Chairmen of the SIG, and Mr. George J. Posner, doctoral candidate, The State University of New York at Albany, is Acting-Secretary. The officers are guiding the work of the SIG during its formative stage.

How to Keep Informed

Notices of importance to those interested in the work of this SIG will be found in the pages of the AERA Educational Researcher and in the Division B Newsletter now appearing in Curriculum Theory Network. An occasional direct mailing will also serve to help the membership and others wishing to be placed on the mailing list informed about the activities of the SIG.

Looking Forward to 1972

Studies appropriate for reporting at the 1972 meeting of the SIG should be made known to the Co-Chairmen as soon as possible. While there is some flexibility in planning the use of the program time available to the SIG, the amount of time is limited and the SIG program is already taking shape. One feature will be the opportunity to indicate work completed or in progress. A preview of the April, 1972, meetings will appear in the next communique to the membership.

What Activities Are Needed

Officers should also receive suggestions for projects which may be conducted by the SIG on behalf of researchers involved in the SIG so that plans may be developed by which these activities may be considered by the SIG membership. Already the need has been suggested for developing mechanisms for sharing bibliographies and papers, for preparing reviews of research for use by the larger body of curriculum researchers and practitioners, for conducting joint activities with the AERA SIG on "Research Utilization," for seeking funding and sponsoring specific research studies, etc. Other expressions about activities that can and should be performed by the SIG are being sought prior to the next meeting.

Professor Klohr Expresses SIG's Value

If an active group can evolve out of the special interest group on creation and utilization of curriculum knowledge, it can make a much-needed contribution to curriculum as a field of study.

To illustrate the practical need for a clearer picture of this field of knowledge, let me cite just one example. I participated recently in one of the three national seminars sponsored by the ASCD working group on supervision, chaired by Robert Harnack of State University of New York - Buffalo. One broad task area identified by this group as basic to an understanding of supervision and the preparation of leaders in that field is curriculum development. And, in turn, curriculum theory is seen as one of the realms within this task area. A number of us at the Buffalo seminar - both practitioners and theorists - realized that what we needed most to move ahead was some way (or ways) of organizing knowledge about curriculum theory so that we could examine it and make use of it.

This is not, of course, a new thought. George Beauchamp, among others, has urged that we meet this need. He has repeated this time and again in the last few years. My experience with the Buffalo seminar was, for me, simply a fresh realization of the urgency. Too, every autumn when I face groups of students in a course titled "Fundamentals of Curriculum" or a "more advanced" course titled "Curriculum Theory", I feel the inadequacy of the knowledge base on which such work rests.

And, finally, one of the task forces developing new simulation materials for U.C.E.A. is centered on what is being called the "curriculum reform" role. Again, those of us involved in the early phases of this undertaking feel the need for some organized effort to cope, in a systematic way, with curriculum knowledge.

AERA Special Interest Group on
"Creation and Utilization of Curriculum Knowledge"
Membership List - as of October, 1971

Morton Alpren	Temple University
Vernon E. Anderson	University of Maryland
George Beauchamp	Northwestern University
Amy Frances Brown	Nashville, Tennessee
Helen Burchell	University of Pennsylvania
Joel L. Burdin	ERIC Clearinghouse on Teacher Education
Rolland Callaway	University of Wisconsin-Milwaukee
Hal Chalmers	University of Alberta
O.L. Davis, Jr.	University of Texas at Austin
Dewitt C. Davison	University of Toledo
Morris Finder	State University of New York at Albany
I. David Glick	University of Toledo
Paul M. Halverson	University of Georgia
C. Glen Hass	University of Florida
Naomi L. Hersom	University of Alberta
Louise E. Hock	New York University
Francis P. Hunkins	University of Washington
Dave Jeffares	University of Alberta
James J. Jelinek	Arizona State University
Marion L. Jenkinson	University of Alberta
Mauritz Johnson	State University of New York at Albany
Paul Klohr	Ohio State University
Phil C. Lange	Columbia University
Marcella R. Lawler	Columbia University
Virginia Macagnoni	University of Georgia
Elizabeth S. Maccia	Indiana University
John M. Mickelson	Temple University
Patricia Mills	Bowling Green State University
Norman Overly	Indiana University
George Posner	State University of New York at Albany
D. Pratt	Queen's University, Kingston, Ontario
Arthur D. Roberts	University of Connecticut
Richard M. Saxe	University of Toledo
Kenrick Seepersad	Hampshire College
Edmund C. Short	University of Toledo
B. O. Smith	University of South Florida
Lorne D. Stewart	University of Alberta
David G. Tucker	University of Alberta
Robert T. Utz	University of Toledo
John A. Voth	University of Missouri at Columbia
Morton Waimon	Illinois State University
Norm Watts	University of Alberta
Thomas W. Whiteley	University of Saskatchewan
Vivian C. Wolf	Seattle, Washington
Jean Young	University of Alberta

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AERA Sig on "Creation and Utilization of Curriculum Knowledge"

☐ Include me as a participating member for 1971-72.

☐ Enclosed is payment of $2.00 to cover meeting and newsletter expense.*
(Checks should be made out and sent to Edmund Short, College of Education, University of Toledo, Toledo, Ohio 43606)

☐ I do not now wish to be included in the membership of this SIG, but please place my name on the mailing list to be kept informed of its activities.

Signed: ____________________

____

____

____

Date: ______________

*Payments received prior to last February's meeting covered the 1970-71 year. Payments for 1971-72 must be made prior to the 1972 meeting.

Our records indicate you are paid for 1970-1971 ☐

Our records indicate you are paid for 1971-1972 ☐

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NEWSLETTER

of the

AERA Special Interest Group on

CREATION AND UTILIZATION OF CURRICULUM KNOWLEDGE

Issue No. 2 April, 1972

SIG Holds Two Sessions at AERA in Chicago

Two sessions are being sponsored by the AERA Special Interest Group (SIG) on "Creation and Utilization of Curriculum Knowledge" at the Annual Meeting of AERA in Chicago.

On Friday, April 7, at 8:30 a.m., General Session I (26.16) is scheduled for Room H in the LaSalle Hotel. The topic is "New Knowledge of Curriculum: A Critique of Methodologies." Professor Elizabeth Steiner Maccia of Indiana University will present a paper dealing with the methodologies of inquiry employed by four curriculum researchers. Two of the studies she will examine were reported at last year's meeting: "An Empirical Approach to Curriculum Theory Building," by Richard D. Hawthorne, Kent State University, and "A Methodology of Experience: An Alternative to Behavioral Objectives," by William E. Doll, Jr., State University of New York, Oswego. The other two studies are: "Two Positive Propositions for the Improvement of the Curriculum Field," by Bruce R. Joyce, Teachers College, Columbia University, published in the 1971 NSSE Yearbook, Part I, The Curriculum: Retrospect and Prospect, (pp. 329-355), and a newly reported study, "A Methodological Research Model for Curriculum and Instruction," by George J. Posner, Cornell University. Those wishing to improve their understanding of research methodologies in the curriculum field will find it useful to hear Professor Maccia's examination of the approaches followed in these four studies.

General Session II (30.17) will be held Friday, April 7, at 2:15 p.m., in the Board Room of the LaSalle Hotel. This is a two part session in which SIG business will be conducted and discussion of the topic, "The Need for Research on Curriculum Inquiry and on Utilization of the Products of This Inquiry," will be held.

1971-72 Membership Increases to 80

At latest count, the number of persons who have identified themselves with the SIG on "Creation and Utilization of Curriculum Knowledge" has risen to 80. The current list of members accompanies this newsletter. The existence of the SIG has been made known through announcements at meetings, such as Professors of Curriculum meetings, through items in Educational

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Researcher, Curriculum Theory Network, and several regional periodicals, and through mailings of the first issue of the SIG Newsletter. The listings in the AERA Annual Meeting Program have brought numerous inquiries and several new members. The $2.00 fee per person, set last year, provides funds to cover SIG dues to AERA and incidental expenses of meetings and newsletters. AERA has designated the membership year for SIG's to run from the business meeting of the Annual Meeting of one year to the same event in the next year. Thus, anyone joining the SIG after April 7, 1972, will find that his dues cover the year 1972-73. Members are encouraged to pass along information on the purposes and meetings of the SIG to all those who might find their research interests coinciding with those of the SIG. Membership forms for use in signing up new members are attached to this newsletter.

Professor Short Explains SIG's Purpose

SIG Acting Co-chairman, Edmund C. Short, Associate Professor of Education, The University of Toledo, in reply to inquiries about the purpose of the SIG on "Creation and Utilization of Curriculum Knowledge," has provided the following statement:

> "The group focuses on research studies having to do with the process of generating knowledge of curriculum, that is, with studies that yield understanding of how research can be and is conducted [illegible] curriculum. This part of our purpose rests on the assumption that knowledge needed in the field of curriculum is slow in appearing because of general confusion about what research methods are appropriate. We want to give that question some attention and to advance the body of knowledge in this realm to the point where acquaintance with it can stimulate a flood of research conclusions and technological products.
>
> The other half of our purpose is to study the utilization of curricular knowledge in the affairs of every day curriculum at whatever level of decision-making or utilization one might be functioning in the practical realm. The basic assumption behind this thrust of the SIG is that if curriculum knowledge is to be utilized by professionals in the field, it must not only be available but it must be understood just how the process of utilization operates in curriculum and how this process may be improved. We know very little about these aspects at present.
>
> Both aspects of the domain of research to which this SIG is directed - the study of the creation of curriculum knowledge and the study of utilization of curriculum knowledge - are interrelated, or they should be. We also, therefore, wish to locate or conduct and report studies of the total process, and develop understandings of how the two processes may be facilitated by optimum functioning of each in relation to the other.

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> I believe this whole topic is perhaps one step removed from the usual research and development most of us do when we generate new theories, concepts, products, techniques, etc., and when we engage in utilizing expertize in curriculum. It is hoped that this SIG will help us become more self conscious about what we are doing and how we are doing it, by making these matters, themselves, the objects of study, thus giving us a base for improving the conduct of creation and utilization of curriculum knowledge."

Meetings of Interest to the SIG

Five sessions of special interest to members of this SIG are being presented at the AERA Annual Meeting in Chicago under the Special Interest Group format and planned by the SIG on "Research Utilization." This SIG, which has existed for several years in AERA, is presenting Session 2.2 on "Pay Off Packages: Demonstration of Research Utilization Training Systems and Products;" Session 12.18 on "Adams High and the Active Learner: the Evaluation of Education;" Session 15.19 on "The Impact of the National Institute of Education on Practice Improvement;" Session 19.14 on "Research Utilization: Special Address and Business Meeting;" and Session 30.16 on "Research Utilization Programs and the National Center for Educational Communication, U.S.O.E." See program booklet for topics of specific participants.

Another Special Program at AERA, Session 2.0 on "Research and Development in Instructional Materials," draws attention to a concern of the SIG. A series of presentations has been arranged to show the research and development process involved in development of several educational products. Check a current listing of times and places for these meetings upon your arrival in Chicago.

One of the 1972 AERA Research Training Sessions is also of interest to members of the SIG. Entitled, "Research Utilization Skills for the Educational Practitioner," this 5-day training session will be held following AERA, April 8-12, at the Center for Continuing Education at the University of Chicago. Check the November, 1971 Educational Researcher for further information. Partial fee waiver is available by contacting Edmund C. Short, the University of Toledo.

A 3-day session on March 6-7-8 at ASCD Annual Conference in Philadelphia provided some 50 participants of Action Lab 27 with an opportunity to explore the topic, "Adapting Research Findings to Improve Educational Practice." Dr. John Newfield, U. S. Office of Education Fellow, planned the sessions and was assisted by a dozen leaders from throughout the country representing research, development, dissemination, and practice. Formal statements were presented as follows: "Knowledge Production and Utilization," Edmund C. Short; "Information Analysis," Diana Ashworth, Research Information Unit, South Carolina State Department of Education; "Linking Research to Practice," Gordon Hoke, CIRCE, University of Illinois; "Utilizing Research in Development Processes," Steve Gyuro, Product Design and Development, Research for Better Schools, Philadelphia; "Implementing Research and Research-Based Development," Thomas Hamill, Speedier Project, Palmyra Pa.; and "Retrieval of Information Via ERIC," John Carlson, National Center for Educational Communication, U.S.O.E.

Future Directions of the SIG

At the business meeting of the SIG, April 7, at 2:15 p.m, discussion of future directions for the work of this SIG will be conducted. Important decisions facing the group will be made at this time. All members and interested persons are urged to be present to participate in the deliberations. Acting Co-Chairmen Paul Klohr (Ohio State) and Edmund Short (Toledo), and Acting Secretary, George Posner (Cornell), welcome recommendations for agenda items for this business session.

Reports of SIG-Related Studies

Wagener, Violet, "Knowledge Utilization: A New Discipline," Keeping Up (Newsletter of ERIC-CHESS, Boulder, Colorado), No. 5, Fall, 1971.

Kirst, Michael W., and Decker F. Walker, "An Analysis of Curriculum Policy-Making," Review of Educational Research, 41 (December, 1971), 479-509.

Short, Edmund C., "A Review of Studies on the General Problem of Knowledge Production and Utilization." ERIC Document Reproduction Service. ED 055 022

Short, Edmund C., "Knowledge Production and Utilization in Curriculum," ERIC Document Reproduction Service. ED 055 023

Announcement of unpublished work or other work underway by M. Johnson, L. Berman, R. Chipley, G. Beauchamp, E. S. Maccia, E. Short and T. Clement, and others, will be made at SIG business meeting, April 7.

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AERA Special Interest Group on
"Creation and Utilization of Curriculum Knowledge"
Membership List - as of March, 1972

David A. Abramson	New York City Board of Education
Arthur Adkins	University of Maryland
William M. Alexander	University of Florida
Morton Alpern	Temple University
Vernon E. Anderson	University of Maryland
Bruce G. Baron	Temple University
George A. Beauchamp	Northwestern University
Louise M. Berman	University of Maryland
Max Berzofsky	Owings Mills, Maryland
John Blight	Monroe, Michigan
Amy F. Brown	Nashville, Tennessee
Joel L. Burdin	ERIC Clearinghouse on Teacher Education
David S. Butts	Marietta, Georgia
Rolland Callaway	University of Wisconsin - Milwaukee
Hal Chalmers	University of Alberta
Donald R. Chipley	Pennsylvania State University
Michael Connelly	Ontario Institute for Studies in Education
David P. Crandall	Network of Innovative Schools, E. Haverhill, Mass.
Dewitt C. Davison	University of Toledo
Duane H. Dillman	Temple University
Edith Down	Edmonton, Alberta
Harold D. Drummond	University of New Mexico
Victor L. Dupuis	Pennsylvania State University
Jean C. Finnerty	Seton Hall University
David I. Glick	University of Toledo
Helen Goodell	Kent State University
Paul M. Halverson	University of Georgia
C. Glen Hass	University of Florida
Ronald G. Havelock	University of Michigan
Naomi L. Hersom	University of Alberta
Thomas J. Hill	University of Rochester
Louise E. Hock	New York University
William E. Hoffman	The College of Wooster (Ohio)
David Jeffares	The University of Alberta
James J. Jelinek	Arizona State University
Marion D. Jenkinson	The University of Alberta
Mauritz Johnson	State University of New York at Albany
Maris Stella Kilpatrick	Mt. St. Mary College, Newburgh, New York
Paul Klohr	Ohio State University
Phil C. Lange	Columbia University
Marcella R. Lawler	Columbia University
Joseph Leese	State University of New York at Albany
James H. McElhinney	Ball State University
Dorothy M. McGeoch	State University College at Potsdam
Lee R. McMurrin	Deputy Superintendent - Toledo Public Schools
Theona McQueen	University of Miami
Virginia M. Macagnoni	University of Georgia

Gordon N. Mackenzie	Columbia University
Alan E. Maher	Massapequa, New York
Maria T. Marcano	University of Puerto Rico
John M. Mickelson	Temple University
Thomas W. Miller	University of Saskatchewan
Patricia Mills	Bowling Green State University
Robert C. Oana	Central Michigan University
Norman V. Overly	Indiana University
A. Harry Passow	Columbia University
M. Arlene Payne	University of Missouri - Kansas City
George J. Posner	Cornell University
D. Pratt	Queen's University, Kingston, Ontario
Arthur D. Roberts	University of Connecticut
Jessie Roderick	University of Maryland
Kenrick Seepersad	Hamsphire College, Amherst, Massachusetts
Harold G. Shane	Indiana University
J. Harlan Shores	University of Illinois
Edmund C. Short	University of Toledo
Dolores Silva	Temple University
B. Othanel Smith	University of South Florida
Bernard Spodek	University of Illinois
Lorne D. Stewart	University of Alberta
I. Tomine Tjelta	College of St. Benedict, St. Joseph, Minnesota
David G. Tucker	University of Alberta
David Turney	Indiana State University
Robert T. Utz	University of Toledo
Tom R. Vickery	Syracuse University
John A. Voth	University of Missouri - Columbia
Norm Watts	University of Alberta
Paul W. F. Witt	Michigan State University
Vivian C. Wolf	University of Washington
Lutian R. Wootton	University of Georgia
Jean H. Young	University of Alberta

AERA SIG on "Creation and Utilization of Curriculum Knowledge"

☐ Include me as a participating member for 1972-1973. Enclosed is payment of $2.00 to cover meeting and newsletter expense. (Checks should be made out and sent to Edmund Short, College of Education, University of Toledo, Toledo, Ohio 43606)

☐ I do not now wish to be included in the membership of this SIG, but please place my name on the mailing list to be kept informed of its activities.

Date: ____________________ Signed: ____________________________________

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AERA SIG on "Creation and Utilization of Curriculum Knowledge"

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Date: __________________ Signed: ____________________________________

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____

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NEWSLETTER

of the

AERA Special Interest Group on

CREATION AND UTILIZATION OF CURRICULUM KNOWLEDGE

Issue No. 3 June, 1972

Report of 1972 AERA-SIG Meetings

Panelists William E. Doll, Jr., George Posner, Richard Hawthorne (unable to be present), Louise Berman (added at the last minute), and Bruce Joyce received criticisms of their papers from Elizabeth Steiner Maccia at the first SIG general session held April 7th at AERA in Chicago. In a paper, "Conceptual Structures for Curriculum Inquiry " Professor Maccia posed a theory of inquiry from which would follow two kinds of curriculum inquiry: curriculum research and curriculum development. Curriculum research produces either science of curriculum, praxiology of curriculum, or philosophy of curriculum, depending upon intent and methodology used. Curriculum development produces policies and programs. Elaborated and distinguished, these features of curriculum inquiry were presented as conceptual structures to advance the creation and utilization of curriculum knowledge. Professor Maccia concluded that the papers being critiqued were other attempts at setting forth conceptual structures for curriculum inquiry which had to be set aside as not adequate for the task. All papers presented are available from their authors.

Discussion at the afternoon business meeting of the SIG centered around proposing tasks that might be carried out by SIG members and the group at large or in sessions at AERA. A number of promising suggestions were made running all the way from generation of research paradigms to identification of practitioners' problems that would benefit from research. Elsewhere in this issue, members are given an opportunity to indicate which of the several tasks suggested they wish to assist in carrying out. Minutes of the meeting may be obtained by writing the acting secretary. Twenty-two members have been added to the SIG roster since the report in the April Newsletter. Others interested in this work are encouraged to affiliate (see attached membership form).

Annual Report to AERA by SIG

On April 24, 1972, the SIG's acting officers forwarded an annual report to the Executive Officer of AERA. The report described the activities of the SIG during the past year and included copies of two issues of the SIG Newsletter distributed during the year. Names of current members were given, and the $50.00 annual assessment by AERA (for annual meeting space and other services) was paid for the year 1972-73. A letter of congratulations on our initial year of operation has been received from William J. Russell, AERA Assistant for Federal and Professional Affairs.

Report to Membership on SIG Finances

Receipts (to April 7, 1972):

Membership Payments:

For 1970-1971 -	$ 90.00		
For 1971-1972 -	102.00		
		Total	$192.00

Expenses (to April 7, 1972):

SIG Assessment by AERA

April 21, 1971 -	$ 50.00		
		Total	$ 50.00
		Balance (April 7, 1972)	$142.00*

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*Since this report, as already noted, $50.00 has been submitted for the 1972-73 SIG Assessment to AERA.

An Invitation to Assume Specific Responsibility

To be a viable, productive unit within AERA, the Special Interest Group on "Creation and Utilization of Curriculum Knowledge" must be more than a point of contact for researchers interested in this topic. It must stimulate activity, generate worthy studies, and report new knowledge. Those who have given some thought to what might be done have suggested a number of possibilities. They have not found it desirable, however, to determine priorities among tasks listed and then to solicit the cooperation of SIG members in tasks that might lead the list. Rather, it seems best to set forth a varied list of possible tasks and to call upon SIG members to assume responsibility for specific work which appeals to them and which they feel equipped to handle. In essence, this means the SIG will have no program except that which members voluntarily agree to engage in as active participants, either alone or with others. Included in this issue is a checklist to which each member should give careful thought. If he feels compelled to indicate an interest in any one (or more if time permits) of these activities, he should fill in the sheet and forward it to one of the SIG officers. Where appropriate, persons wishing to work at the same task jointly with others will be put in touch with each other. Do not hestitate to add to the checklist items of your own choosing or to make extended comments or suggestions.

Call for Proposals for 1973 AERA Annual Meeting

SIG members are reminded that proposals for papers, symposia, etc., for the 1973 AERA Program are due in the hands of Division Program Chairmen no later than July 15, 1972. Procedures for submitting proposals appeared in the April, 1972, issue of Educational Researcher. Any proposals especially suitable for a session of the SIG on "Creation and Utilization of Curriculum Knowledge" should be forwarded in the manner prescribed on p. 14 of that issue to Dr. Donald R. Chipley, Chambers Building 159, Pennsylvania State University, University Park, Pennsylvania 17057, for consideration by a SIG committee headed by Dr. Chipley.

AERA SIG on "Creation and Utilization of Curriculum Knowledge"

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Signed: ____________________

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____

____

Date: ____________

*Payments received prior to April 7, 1972, covered the 1971-72 year. Payments for 1972-73 must be made prior to the 1973 meeting.

Checklist of Possible Tasks

Associated with AERA Special Interest Group on

CREATION AND UTILIZATION OF CURRICULUM KNOWLEDGE

June, 1972

Directions: Check box for any item you will accept responsibility for carrying out. On lines, please rank items as to importance for the SIG (Use 1 for top priority, 2 for less priority, 3 for little or no priority).

____ ☐ Prepare a reply to E. S. Maccia's 1972 SIG paper.

____ ☐ Put name in for officer of SIG - specify which:

____ ☐ Study number and nature of papers related to "Curriculum Knowledge" in AERA Annual Meeting Programs and publications of AERA.

____ ☐ Assist ERIC in writing or reviewing abstracts of curriculum research reports prior to publication in Research in Education.

____ ☐ Prepare a review of all AERA 1972 Annual Meeting papers presented in Division B.

____ ☐ Analyze quality of these papers after method of Persell (ERIC ED 055 986)

____ ☐ Draw up knowledge generated to date on Curriculum Evaluation.

____ ☐ Collect and document (or generate) curriculum research paradigms.

____ ☐ Identify and analyze methodological issues in curriculum research.

____ ☐ Prepare a paper on whether or not curriculum knowledge is possible.

____ ☐ Examine appropriate instruments and research methods for humanistic education.

____ ☐ Explain how to move from descriptive findings to programmatic statements in curriculum.

______ ☐ Compare curriculum systems with instructional systems.

______ ☐ Identify and analyze terminological issues in the curriculum field.

______ ☐ Help identify and compile unpublished papers in curriculum inquiry for inclusion in SIG bibliography.

______ ☐ Identify problems in utilization of curriculum knowledge in practice.

______ ☐ Serve as liaison with the AERA SIG on "Research Utilization."

______ ☐ Conduct a sociological study of the organization and communication within the curriculum research community.

______ ☐ Enroll interested graduate students around the country in this SIG.

______ ☐ Scan the research literature for references appropriate to work of the SIG.

______ ☐ Identify kinds of knowledge needed by curriculum workers.

______ ☐ Examine the present state of coordination between knowledge production and knowledge utilization in curriculum.

______ ☐ Identify who are the users of curriculum knowledge.

______ ☐ List others:

Send to one of the officers: Edmund C. Short, College of Education,
University of Toledo, Toledo, Ohio 43606

Paul Klohr, College of Education,
Ohio State University, 29 W. Woodruff,
Columbus, Ohio 43210

George J. Posner, 111 Stone Hall,
Cornell University, Ithaca, New York
14850

NEWSLETTER

# of the

AERA Special Interest Group on

CREATION AND UTILIZATION OF CURRICULUM KNOWLEDGE

Issue No. 4 February, 1973

AERA Sessions of Special Interest to SIG

Session 19.27 on Tuesday, February 27, at the New Orleans 1973 Meeting of AERA will become the focal point for educational researchers interested in the AERA Special Interest Group (SIG) on "Creation and Utilization of Curriculum Knowledge." The current status of knowledge production and utilization in curriculum will be discussed. Future directions to be taken by the SIG will also be on the agenda. Time and place are 2:15 in MR#7-8 of the Jung Hotel.

Two other significant sessions are being co-sponsored by the SIG this year. A symposium, "A Critical Dialogue on the Emergence of Linking Organizations: Their Potentialities and Problems as Vehicles of Change," is being co-sponsored with the SIG on Research Utilization as session 10.04 on Monday, February 26, at 4:05 in Mardi Gras Balcony M of the Marriott Hotel. Dr. David P. Crandall and Dr. Jeffrey W. Eiseman will provide input on the Network of Innovative Schools, Dr. Ann Lieberman will provide a perspective on the League of Cooperative Schools, and Dr. Richard A. Schmuck and Dr. Philip J. Runkel will bring their experience with Program 30. Dr. Matthew B. Miles and Dr. Charles C. Jung will critique these organizations as linkages between research and school users as they affect change.

Another symposium, "Strategies for Curriculum Planning: Toward Definition in the Curriculum Field," is being co-sponsored with Division B as session 26.05 on Wednesday, February 28, at 10:35 in Mardi Gras G of the Marriott Hotel. Different frames of reference (languages) for engaging in curriculum patterning will be presented in this session, chaired by Dr. Gary Griffin. Dr. Millie Almy will present a process for extrapolating a curriculum pattern based on work by Piaget. Dr. Marion Rice will present one based on a discipline, General Anthropology. Dr. James Macdonald, one based on Societal Reform. Dr. Carl Weinberg, one based on Personalistic Theory. Dr. Bruce Joyce and Marsha Weil, a Cybernetic Approach.

Session 35.02, "Innovative Approaches to Curriculum Research," is another series of papers particularly relevant to the SIG. It is scheduled for Thursday, March 1, at 12:35 in Mardi Gras F of the Marriott Hotel.

All SIG members and other researchers interested in curriculum research and its utilization are encouraged to participate in these AERA sessions.

Response to June, 1972, Invitation to Assume SIG-Related Tasks

A number of SIG members indicated their willingness to accept responsibility for carrying out specific tasks related to the research focus of the SIG. Checklists included in the last Newsletter were returned and tabulated; they reveal no single activity that is clearly seen as a priority for attention by the SIG. There are, however, indications that many pieces of work are in progress which will eventually be completed and brought to the attention of colleagues. An effort has been made to put people in touch with each other when they indicated similar interests. Some are expecting to collaborate on work. All may utilize the SIG meeting on February 27th in New Orleans to meet those who share mutual commitments to specific research tasks.

Who Should be in the SIG and Why?

People continue to ask what the purpose or focus of this SIG is. It stems from recognition of the fact that neither users of curriculum research nor producers of curriculum knowledge fully know what the other does or requires. Understanding these processes through careful study of them is an important goal and one the SIG has adopted as the focus of its research interests. In addition, once clarification of what is involving in utilizing and creating curriculum knowledge is accomplished, there remains the crucial task of doing the kind of curriculum research most needed. If this requires new research methods, then these methods must be identified and explicated. Appropriate knowledge can then be generated which is both validly derived and relevant to the need.

The SIG provides a medium of communication among researchers interested in these matters and a vehicle for making public and obtaining criticism of studies actually conducted. Do you know someone who should be put in touch with this group? Research utilization specialists and research methods scholars need to be brought together. Anyone from any of the AERA divisions (not just from Curriculum & Objectives - Division B) who has research skills applicable to the tasks of this SIG should be encouraged to join in discussion and study with those 60 or so members who now participate.

AERA Special Interest Group on "Creation and Utilization of Curriculum Knowledge" Membership List - as of February, 1973

Arthur Adkins	University of Maryland
William M. Alexander	University of Florida
Vernon E. Anderson	University of Maryland
Bela Banathy	Far West Laboratory for Ed. R&D
George A. Beauchamp	Northwestern University
Roger V. Bennett	University of Maryland
Max Berzofsky	Owings Mills, Maryland
Wilma W. Bidwell	State University of New York at Albany
Amy F. Brown	Nashville, Tennessee
Robert L. Buser	Southern Illinois University
Rolland Callaway	University of Wisconsin - Milwaukee
Michael Connelly	Ontario Institute for Studies in Education
David P. Crandall	Network of Innovative Schools, E. Haverhill, Mass.
Thomas Curtis	State University of New York at Albany
O. L. Davis	University of Texas
Edith Down	Edmonton, Alberta
Jean C. Finnerty	Seton Hall University
Max G. Frankel	Newark State College
David I. Glick	University of Toledo
Martin Haberman	University of Wisconsin - Milwaukee
Naomi L. Hersom	University of Alberta
Thomas J. Hill	University of Rochester
William E. Hoffman	The College of Wooster (Ohio)
Arthur Hoppe	Northern Illinois University
Hendrick Jaspaert	Leuven, Belgium
James J. Jelinek	Arizona State University
Paul Klohr	Ohio State University
Victor Lawhead	Ball State University
Arthur J. Lewis	University of Florida
William T. Lowe	University of Rochester
Ulf P. Lundgren	Goteberg, Sweden
Robert McClure	National Education Association
Dorothy McCuskey	Western Michigan Univers[illegible]

Elizabeth Steiner Maccia	Indiana University
James Macdonald	University of North Carolina at Greensboro
Alan E. Maher	Massapequa, New York
Everett C. Mann II	Indiana University
John M. Mickelson	Temple University
Patricia Mills	Bowling Green State University
John Newfield	Louisiana State University at New Orleans
James O'Hanlon	University of Nebraska
Mary O'Neill	Chicago, Illinois
Norman V. Overly	Indiana University
William Peters	St. Xavier College, Chicago
Arthur D. Roberts	University of Connecticut
Vincent R. Rogers	University of Connecticut
J. Harlan Shores	University of Illinois - Champaign, Urbana
Edmund C. Short	The Pennsylvania State University
Eric R. Straumanis	Granville, Ohio
Peter Taylor	Ottawa, Canada
David G. Tucker	University of Alberta
Tom Venable	Indiana State University
John A. Voth	University of Missouri - Columbia
Thomas W. Whiteley	University of Saskatchewan
Paul W. F. Witt	Michigan State University
Vivian C. Wolf	University of Washington
Hugh B. Wood	University of Oregon
Lutian R. Wootton	University of Georgia
Esther Zaret	Marquette University

Reports of SIG-Related Studies

Connelly, F. Michael, "Some Considerations on the Status, Relationships to Research, Character, and Study of Curriculum Development," Curriculum Theory Network, No. 7 (1972), pp. 164-173.

Nadler, Gerald, "An Investigation of Design Methodology," Management Science, 13(June, 1967), B642-655.

Thomas, Lawrence G. (Ed.), Philosophical Redirection of Educational Research. 71st Yearbook of the National Society for the Study of Education, Part I. Chicago: The University of Chicago Press, 1972.

Havelock, Ronald G., "Utilization of Educational Research and Development," British Journal of Educational Technology, 2(May, 1971), 84-98.

Havelock, Ronald G., "The Use of the Innovation Index in Studying Dynamics of Educational Change." Ann Arbor, Michigan: Center for Research on Utilization of Scientific Knowledge, University of Michigan, 1973. Unpublished report.

Fullan, Michael, "Overview of the Innovative Process and the User," Interchange, 3(Nos. 2-3, 1972), 1-46. This issue contains other related articles.

Tyler, Ralph, "Utilizing Research in Contemporary Curriculum Development." Address at Curriculum Research Institute, OASCD & ASCD, Cincinnati, Ohio, January 28, 1973.

Bosco, James and Stanley Robin, "Overcoming Isolation in Educational Research: A Model and Its Rationale," Journal of Research and Development of Education, 5(Summer, 1972), 63-77. (The entire issue is on "Organization for Research: New Patterns, New Perspectives.")

Loadman, William E. and James M. Mahan, "The External Consultant and Curriculum Change Strategies," Theory Into Practice, 11(December, 1972), 329-339.

Jung, Charles, "Instructional Systems for Professional Development," Theory Into Practice, 11(December, 1972), 276-284.

Marks, Merle B., "Research: The Preservice Missing Link," Journal of Teacher Education, 23(Winter, 1972), 453-456.

Ohme, Herman, "Needed: Exportable Models of Significant Change in Education," Phi Delta Kappan, 53(June, 1972), 655-658.

Rosenshine, Barak, "Translating Research into Action," Educational Leadership, 29(April, 1972), 594-597.

Krathwohl, David R., "What Is Educational Research?" Educational Leadership, 29(April, 1972), 579-581.

Bloom, Benjamin S., "Innocence In Education," School Review, 80(May, 1972), 333-352.

Chipley, Donald R., "Rule-Making and Educational Inquiry," Educational Theory, 22(Spring, 1972), 181-191.

Larkin, A. Guy and James P. Shaver, " 'Hard-Nosed' Research and the Evaluation of Curricula," Teachers College Record 73(February, 1972), 415-422.

Stover, Norman W., "Educational Research: A Conjunctive Domain for Scientific Inquiry," Educational Researcher, 1(March, 1972), 15-17.

Sieber, Sam, Karen S. Louis, & Loya Mitzger. The Uses of Educational Knowledge: Evaluation of the Pilot State Dissemination Program. New York: Bureau of Applied Social Research, Columbia University 1972. (ERIC: ED 065 739 and 740)

AERA SIG on "Creation and Utilization of Curriculum Knowledge"

☐ Include me as a participating member for 1973-1974.

Enclosed is payment of $1.00 to cover meeting and newsletter expense.* (Checks should be made out and sent to: Edmund Short, 141 Chambers, College of Education, Pennsylvania State University, University Park, PA 16802.)

☐ I do not wish to be included in the membership of this SIG, but please place my name on the mailing list to be kept informed of its activities.

Signed: ______________________

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Date: ______________________

*Payments received prior to February 27, 1973, cover the 1972-1973 year. Payments for 1973-1974 must be made prior to the 1974 meeting.

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Date: ____________________

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NEWSLETTER

of the

AERA Special Interest Group on

CREATION AND UTILIZATION OF CURRICULUM KNOWLEDGE

Issue No. 5 June, 1973

Acting Officers of the SIG

Professor Mauritz Johnson, Jr., of the State University of New York at Albany, has consented to serve as acting co-chairman of the SIG, beginning with the 1973-74 year, along with Professor Edmund C. Short of the Pennsylvania State University. During the early stages of development of the SIG, it was considered unwise to establish an elaborate organization for operation of the group. This was in keeping with the rather modest purposes set for the SIG. Election of official leadership was delayed in favor of utilizing volunteer acting co-chairmen during this initial period. The SIG has begun to attain an active core of members and to settle upon some specific directions. As soon as the membership feels it appropriate to place responsibility for the oversight of the organization in elected officers, the acting co-chairmen will call an election.

Call for Proposals for 1974 Program Sessions

AERA has announced a deadline of August 15, 1973, for the submission of proposals for papers or symposia to be presented at the 1974 Annual Meeting in Chicago on April 15-19. All who have proposals especially pertinent for the SIG on "Creation and Utilization of Curriculum Knowledge" are asked to prepare the required materials and cover sheet as described in the May, 1973, issue of Educational Researcher (pp. 9-16), and to forward them for consideration for SIG sessions to Edmund C. Short, 141 Chambers Building, Penn State University, University Park, PA 16802. It must be recognized that program time allocated for use by the SIG is very limited and that only outstanding proposals can be accepted. SIG proposals must follow the same format as those submitted to divisional programs.

New SIG Members

The following new members have joined the SIG since the appearance of the February membership list:

Michael W. Apple	University of Wisconsin - Madison
Emanuel Berger	Pennsylvania Department of Education
Louise Berman	University of Maryland
Joel Burdin	ERIC on Teacher Education
Donald Chipley	Pennsylvania State University
Dale Edwards	Evergreen Park (Ill.) High School
Charles Eiszler	Central Michigan University
Carole Hahn	Emory University
Glen Hass	University of Florida
Louise Hock	New York University
Mauritz Johnson	State University of New York at Albany
Shake Ketefian	New York University
Virginia Macagnoni	University of Georgia
Gordon Mackenzie	Tenafly, New Jersey
James McElhinney	Ball State University
William F. Pinar	University of Rochester
Michael P. Roetter	Owens Technical College (Perrysburg, Ohio)
Delores Silva	Temple University
Elizabeth S. Simpson	University of Southern California
Bernard Spodek	University of Illinois
Tom Vickery	Syracuse University
Mary Lou White	Wright State University
George Willis	University of Rhode Island
John Zahorik	University of Wisconsin-Milwaukee

Along with those continuing in membership from lastyear, these curriculum researchers are encouraged to locate others who are dedicated to the study of the "Creation and Utilization of Curriculum Knowledge" and to invite them to participate in the SIG through the sharing of their work with each other, stimulating needed new studies, and making public in the AERA annual meetings and publications new knowledge in the curriculum field. (See membership blank)

Report on 1973 AERA Annual Meeting

Several research contributions of significance to members of the SIG were publicly noted for the first time during sessions of the 1973 AERA Annual Meeting in New Orleans. Related to sources of ideas for curricular designs, five varied patterns were proposed at Session 26.05. Though the presentations made at this symposium are not yet all available on paper, a note to Bruce Joyce, Teachers College, Columbia University, the organizer of the symposium, should bring a reply on when this material will be available through ERIC. The session was considered of value for extending the possible strategies for deriving new bases for structuring curricula. The approaches suggested deserve further critical attention.

"Innovative Approaches to Curriculum Research" was the general theme of Session 35.02. Maurice Eash critiqued the change strategy of Leithwood and Russell, the mode of literary criticism applied to curriculum by Willis, and the analysis of a normative basis for curriculum research given by Straumanis. Look for these papers also in ERIC soon.

Session 36.07 presented by John Goodlad and company dealt with a series of studies of curriculum decision-making based on the Goodlad theoretical framework. Reports on decision-making processes at legislative, institutional, and instructional levels reflected quality naturalistic research in curriculum. A book collecting these studies will be published shortly.

Those unable to attend Sessions 2.09, 6.05, 8.05, 10.04, 12.01, and 26.11, sponsored by SIG on "Research Utilization," may wish to review the program book entries in these sessions for topics relevant to the work of curriculum knowledge utilization and acquire those papers that may pertain. Both SIG's hope to maintain close contact. We are pleased to have been able to co-sponsor session 10.04 this year. Membership in SIGRU may be obtained by sending $3.00 to Dr. Paul Staskey, Director of Institutional Research, Northern Arizona University, Flagstaff, Arizona 86001. Session 6.05 on "Alternative Knowledge Utilization Strategies" reported three models for dissemination and utilization of knowledge -- a schools consortium, an educational extension agent system, and a marketing model -- all of which should be studied by anyone concerned with curriculum knowledge dissemination.

A discussion of three papers in Session 20.19, held under the auspices of the new SIG on "Studies on Philosophy of Educational Research," also made a particularly valuable contribution to the focus of the SIG on "Creation and Utilization of Curriculum Knowledge." These papers on problems of research methodology may be sought from their authors.

Several other papers scattered throughout the AERA program could be cited as being relevant to the work of the SIG. It is hoped that members will make a special effort to keep in touch with work as it appears which adds to an understanding of curriculum knowledge creation and utilization.

1973 SIG Business Meeting

Following a brief look at the current status of studies on the "Creation and Utilization of Curriculum Knowledge" at the February 27, 1973, SIG business meeting, discussion by members ensued on what the SIG should attempt to do during the next year. Note below in the left-hand column ideas suggested by various people in the group. In the right-hand column are ideas mentioned in a similar meeting in 1972.

1. Redefine parameters or reconceptualize curriculum.
2. Identify alternative ideologies and rationales for curriculum.
3. Seek predictive generalizations.
4. Study how curriculum workers use knowledge of curriculum and knowledge from the disciplines.
5. Trace connections between what is learned and the curriculum (& other things) in particular stituations.
6. Undertake historical and analytic studies of ideological, technical, and substantive questions.
7. Prepare critiques of our curriculum theory "idols"--Schwab, Tyler, Goodlad, Beauchamp-for CTN.
8. Develop technologies for helping solve practical curriculum problems.
9. Identify central questions that need to be researched in curriculum.
10. Continue meetings that generate this kind of talk.
11. Solicit papers for mutual criticism at 1974 meeting.

1. Terminology clarification for the field of curriculum.
2. Unstructured, open-ended discussions.
3. Discussion of each other's ongoing research endeavors.
4. Generation of curriculum research paradigms.
5. Identification of practitioners' problems that would benefit from research.
6. Determination of a consensus on terminology among Division B members.
7. Identification and discussion of terminological and methodological issues inherent in problems curriculum workers
8. Analysis of curriculum evaluation as a domain of inquiry.
9. Discussion of appropriate instruments and research methods for humanistic education.
10. Discussion about how we move from descriptive findings to programmatic statements.
11. Discussion about the question of whether or not curriculum knowledge is possible; whether or not curriculum is only a realm of practice.

It was decided that all members of the SIG should be asked through the Newsletter to submit "Three Basic Questions" in answer to item 9 (on the left) above, to be compiled and reported through the Newsletter just prior to the 1974 meeting, which might serve as a basis for mutual examination and discussion in that meeting. The invitation to do this is hereby extended. Please send questions (and any other comments about the SIG) to Edmund Short.

"Just Impressions" by Professor Short

I find that the quality of research being reported in the Division B program at AERA seems to be rising. Are you getting the same impression? Quality may be conceived in terms of excellence in both the inquiry methods utilized and in the research questions being confronted. What constitues excellence in these two forms within curriculum research continues to be one of the dimensions of interest of thoseinvolved in the SIG. While the productivity of our members in creating quality research may be no greater than that of non-members (27 did, however, appear on the 1973 program), the effort to learn what constitutes more disciplined modes of inquiry in curriculum and to set forth such standards of excellence (as well as to identify researchers who exhibit such high standards in their own work)is indeed to be commended in all SIG members who have thus far sought to participate in this endeavor. We recognize that not all members can or wish to engage actively in this venture, but we are pleased to have the concern of everyone in the SIG for the advancement of new knowledge and awareness of research quality as it is increasingly explicated by the ones who do carry on this intellectual task.

On the other hand, it is less apparent that there are many individuals who succeed in advancing our understanding of what constitutes excellent research questions in curriculum. This, too, demands special intellectual effort on the part of some researchers, if not all of us, if we are to turn up new knowledge of curriculum that will lift the art of curriculum to an intelligent, knowledge-based activity. Perhaps it is the recognition of this weakness in this dimension of quality research that has led the SIG to turn its attention during the coming year to identification of the important research questions in the field of curriculum (see last paragraph in SIG Business Meeting item above). Let us all seek to contribute what we can in this area. Let us hope that those with special expertize can build upon this initial work and make more widely visible some cogent research models that will evoke new directions in curriculum inquiry. If the quality of Division B research may be taken as an indicator of greater understanding of the best in research methods and in researchable problems in curriculum,we should expect continued inquiry into these aspects to result eventually in even greater increases in the quality of research reported in Division B than we have already begun to see.

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Date: ________________________

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NEWSLETTER

# of the

AERA Special Interest Group on

CREATION AND UTILIZATION OF CURRICULUM KNOWLEDGE

Issue No. 6 April, 1974

AERA Sessions of Special Interest to SIG

TOWARD DISCIPLINED INQUIRY IN CURRICULUM - I: BREAKING WITH CONVENTIONAL MODES, will be the topic of a symposium sponsored by the SIG on "Creation and Utilization of Curriculum Knowledge," during session 4.20 on Tuesday, April 16, at AERA in Chicago. The time is 10:35 a.m. and the place is the Crystal Room of the Palmer House.

Four leading scholars of research methodology in the curriculum field will share their views of possible new approaches in curriculum inquiry and submit them for criticism to a philosopher of education and to the audience assembled. Ian Westbury, of the University of Illinois at Urbana, will explore the use of empirical methods in investigating instructional encounters within organizational structures of schooling. His remarks are entitled, "Curriculum: A Search for Ways and Means." William F. Pinar, of the University of Rochester, will outline a method of curriculum inquiry directed at the existential experience of the learner interacting with the materials of instruction. His topic is "A Phenomenological Research Method for Knowledge Generation in Curriculum." Decker F. Walker, of Stanford University, will point out some short-comings of the methods of the behavioral and social sciences when applied to phenomena of the curriculum field. He will pose some alternative strategies capable of coping with the dynamic, multiple, value-laden features of curriculum. "The Right Tools for the Job," is his title. Michael W. Apple, of the University of Wisconsin at Madison, will treat, "Institutional Logics and the Methodology of Curriculum Research." He will examine certain epistemologically and ideologically conservative elements in the dominant models of curriculum research and argue for a logic of curriculum research methodology which might be called a "critical science" approach. Jonas F. Soltis, of Columbia University, will critique the presentations. Edmund C. Short, of the Pennsylvania State University, will chair the session.

Time has been set aside immediately following the symposium for a round table discussion with the participants from the panel and any member in attendance who wishes to join them in discussing their topic. This session, to be chaired by Naomi Hersom of the University of Alberta, is listed as session 5.17 and will begin at 12;25 p.m. in the same room as the symposium.

The annual business meeting of the SIG will be held on Wednesday afternoon, April 17, at 2:15 (session 13.06), in Room H, LaSalle Hotel. A series of discussants will lead an informal consideration by all members of the SIG on the subject, "Research Problems in Curriculum: Alternative Paradigms." F. Michael Connelly, OISE; Decker Walker, Stanford; George Willis, Rhode Island; and Donald Chipley, Penn State, will lead off with prepared remarks.

Four other sessions at AERA this year will be of special interest to members of the SIG. The first is session 11.12, sponsored by the SIG/Philosophical Studies of Education. It features Dolores Silva, Temple University, and Bozidar Muntyan and W. Wade Burley, University of South Florida, Tampa, on the topic, "Regularization in Schooling; Toward Colloborative Endeavor Among Curriculum, Educational Philosophy, and Educational Psychology." This round table will meet at 10:35 a.m. on Wednesday morning, April 17, in Room I, LaSalle.

The second session of interest is session 19.15, sponsored by the SIG/Research Utilization. It will present Bruce Joyce, Teachers College, Columbia University, in an address, "Curriculum Change: Knowledge to be Utilized and Research to be Conducted." This session is open to all and is scheduled for Thursday morning, April 18, at 10:35 in the Press Gallery of the LaSalle.

Session 22.07, "Perspectives in Curriculum Development and Planning," lists two papers of interest, "The Futility of Educational Research in Curriculum Development," by Don M. Carriker, and "Sources of Knowledge Utilization in Curriculum Change in Nursing Education," by Shaké Ketefian.

Session 24.05, "Needed Historical Research in Curriculum" features a symposium consisting of Robert H. Beck, University of Minnesota; O. L. Davis, Jr., University of Texas at Austin; B. Othanel Smith, University of South Forida, Tampa; and Richard Stephens, Greenville College, Illinois. The symposium will be chaired by David Turney of Indiana State University and is scheduled for 8:15, Friday morning, April 19.

Your judgment on the session or papers of highest quality and most pertinent to the purposes of the SIG on "Creation and Utilization of Knowledge," is being sought upon the conclusion of the AERA Annual Meeting this year. Please take time to fill in the form on the back of the membership blank included in this newsletter and return for tabulation, as soon after April 19, as you can. Thank you.

SIG Dues

To affiliate with the SIG on "Creation and Utilization of Curriculum Knowledge," fill in the membership blank included in this newsletter and send in your $1.00. The new membership year begins April 17, 1974, and extends until the Annual Meeting in 1975. Membership in AERA is not a prerequisite for SIG membership. Interested graduate students are encouraged to join.

AERA Special Interest Group on "Creation and Utilization of Curriculum Knowledge" Membership List - as of March, 1974

Arthur Adkins	University of Maryland
William M. Alexander	University of Florida
Vernon E. Anderson	Carmel, California
Michael W. Apple	University of Wisconsin - Madison
George A. Beauchamp	Northwestern University
Roger V. Bennett	University of Maryland
Emanuel Berger	Pennsylvania Department of Education
Louise Berman	University of Maryland
Wilma W. Bidwell	State University of New York at Albany
Amy F. Brown	Nashville, Tennessee
Joel Burdin	ERIC on Teacher Education
Robert L. Buser	Southern Illinois University
Rolland Callaway	University of Wisconsin - Milwaukee
Douglas C. Campbell	Ontario Institute for Studies in Education
Donald Chipley	Pennsylvania State University
Michael Connelly	Ontario Institute for Studies in Education
David P. Crandall	Network of Innovative Schools, E. Haverhill, Mass.
Thomas Curtis	State University of New York at Albany
David W. Darling	University of New Mexico
Margery Duffey	University of Kansas Medical Center
Dale Edwards	Evergreen Park (Ill.) High School
Charles Eiszler	Central Michigan University
Jean C. Finnerty	Seton Hall University
Arthur W. Foshay	Teachers College, Columbia University
Robert S. Fox	ERIC on Social Studies & Social Science Education
Barry M. Franklin	Lakeland College, Wisconsin
Helen Goodell	Kent State University
John I. Goodlad	University of California at Los Angeles
Martin Haberman	University of Wisconsin - Milwaukee
Carole Hahn	Emory University
Paul M. Halverson	University of Georgia
Glen Hass	University of Florida
Margaret B. Heir	East Stroudsburg, Pennsylvania
Naomi L. Hersom	University of Alberta
Louise Hock	New York University
William E. Hoffman	The College of Wooster (Ohio)
Todd Hoover	University of Nebraska
Arthur Hoppe	Northern Illinois University
Phillip Hughes	Canberra College of Advanced Education, Australia
James J. Jelinek	Arizona State University
Mauritz Johnson	State University of New York at Albany
Shaké Ketefian	New York University
Victor Lawhead	Ball State University
Jerome E. Leavitt	California State University - Fresno
Arthur Lewis	University of Florida
Wilma S. Longstreet	University of Michigan - Flint
William T. Lowe	University of Rochester

Everett C. Mann III	Indiana University
Virginia Macagnoni	University of Georgia
Elizabeth Steiner Maccia	Indiana University
Gordon Mackenzie	Tenafly, New Jersey
Dorothy McCuskey	Western Michigan University
James McElhinney	Ball State University
John M. Mickelson	Temple University
Robert G. Oana	Central Michigan University
James O'Hanlon	University of Nebraska
Mary O'Neill	Chicago, Illinois
William F. Pinar	University of Rochester
Michael P. Roetter	Owens Technical College (Perrysburg, Ohio)
Louis J. Rubin	University of Illinois - Urbana
Harold G. Shane	Indiana University - Bloomington
J. Harlan Shores	University of Illinois - Urbana
Edmund C. Short	The Pennsylvania State University
Dolores Silva	Temple University
Elizabeth S. Simpson	University of Southern California
Bernard Spodek	University of Illinois
Peter Taylor	Ottawa, Canada
Henry J. Triezenberg	National Union of Christian Schools, Grand Rapids
Tom Venable	Indiana State University
Tom Vickery	Syracuse University
John A. Voth	University of Missouri - Columbia
Decker F. Walker	Stanford University
Mary Lou White	Wright State University
George Willis	University of Rhode Island
Paul W. F. Witt	Michigan State University
Vivian C. Wolf	University of Washington
Deborah C. Wolfe	Queens College of City University of New York
Hugh B. Wood	University of Oregon
Lutian R. Wootton	University of Georgia
John Zahorik	University of Wisconsin - Milwaukee
Marta Arango Zeigenhagen	Nova University

1974 SIG Business Meeting

Matters of business, future directions of the SIG, and discussion of "research questions needing attention" will be on the agenda of the 1974 SIG business meeting, to be held Wednesday, April 17, at 2:15 in Room H, LaSalle Hotel, Chicago. This session, 13.08, will be a time for informal exchange among members of the SIG on research issues and tactics of concern to the membership. As proposed last year, each person is asked to bring "three basic questions" that need to be researched in curriculum and to contribute them in the discussion to be led by Professors Connelly, Walker, Willis, and Chipley. Guests are welcome to attend.

Reports of SIG-Related Studies (1973-1974)

Straumanis, Eric R., "What is a Normative Basis for Curriculum Research?" Paper presented at AERA, March 1, 1973.

Berman, Louise M. and Jessie A. Roderick, "The Relationship between Curriculum Development and Research Methodology" Journal of Research and Development in Education, 6 (Spring, 1973), 3-13.

Hemphill, John H., "A Model for Educational Development," pp. 49-57 in Frank C. Pratzner and Jerry P. Walker (Eds.) Programmatic R & D in Education: Positions, Problems, Preparations. Columbus, Ohio: Center for Vocational and Technical Education, Ohio State University, 1972.

Ketefian, Shake, Knowledge Utilization in the Process of Accepting Selected Innovations in Baccalaureate Education in Nursing. Doctoral dissertation. Teachers College, Columbia University, 1972.

Walker, Decker F., "What Curriculum Research?" Journal of Curriculum Studies, 5 (1), (May, 1973), 58-72.

Atkins, J. Myron, "Practice Oriented Inquiry: A 'Third Approach' to Research in Education," Educational Researcher, 2 (7), (July, 1973), 3-4.

Short, Edmund C., "Knowledge Production and Utilization in Curriculum: A Special Case of the General Phenomenon," Review of Educational Research, 43 (Summer, 1973), 237-301.

Schwab, Joseph J., "The Practical 3: Translation into Curriculum" School Review, 81 (August, 1973), 501-522.

Wilson, John, "Curriculum," pp. 104-117 in his Philosophy and Educational Research. Windsor, England: National Foundation for Educational Research in England and Wales, 1972.

Hood, Paul D. "Dissemination, Distribution, and Utilization of Laboratory Products," pp. 187-206 in John K. Hemphill and Fred S. Rosenau (Eds.), Educational Development: A New Discipline for Self-Renewal. Eugene, Oregon: Center for the Advanced Study of Educational Administration, 1973.

Rosenau, Fred S., C. L. Hutchings, and John K. Hemphill, "Utilization of the Output of Educational Research and Development," pp. 221-234 in John K. Hemphill and Fred S. Rosenau (Eds.), Educational Development: A New Discipline for Self-Renewal. Eugene, Oregon: Center for the Advanced Study of Educational Administration, 1973.

Wolf, W. C., Jr., and A. John Fiorino, "Some Perspectives on Educational Change," The Educational Forum, 38 (Nov., 1973), 79-84.

Charters, W. W., Jr., and John E. Jones, "On the Role of Appraising Non-Events in Program Evaluation," Educational Researcher, 2, (11), (Nov., 1973), 5-7.

Task Force on Resources Planning and Analysis, NIE Office of Research and Development Resources, Building Capacity for Renewal and Reform: An Initial Report on Knowledge Production and Utilization in Education. Washington, D.C.; National Institute of Education, 1973.

Deats, Tom, "Moving and Using Information," Teachers College Record, 75 (February, 1974), 383-393.

Ponder, Gerald A., "The Curriculum: Field Without a Past?" Educational Leadership, 31 (February, 1974), 461-464.

Walker, Decker F., and Jon Schaffarzick, "Comparing Curricula," Review of Educational Research, 44 (Winter, 1974), 83-111.

Pincus, John, "Incentives for Innovation in the Public Schools," Review of Educational Research, 44 (Winter, 1974), 113-144.

Implications of Proposed Revision of AERA Constitution for SIG

AERA's Ad Hoc Committee on Governing Structure presented its recommendations for new internal organization of AERA in the October, 1973, issue of the Educational Researcher. Considerable discussion of the proposed changes has taken place during recent months and action on the Committee's report is expected this spring.

A number of the provisions recommended deserve careful thought and debate. Those which effect Special Interest Groups are of special concern to members of the SIG. For example, the status of Special Interest Groups is proposed to remain much as it is in the present AERA structure. However, when membership reaches 100, a SIG may apply for divisional status. Under present circumstances, the number of divisions could rise markedly upon adoption of such a provision. Some SIG's favor this because participation in AERA governance is thus assured. Others question this method of generating divisions because of its potential for splitting power over too diverse a range of groups. In addition, the present focus of SIG's on face-to-face informality and common research interests might be transformed into a drive for increased memberships and the pursuit of power-oriented goals. Whatever view of these issues one holds, they deserve serious debate. Your views should be registered with the Ad Hoc Committee very soon.

Making Clear the Focus of the SIG

Persons coming across the name of the SIG on "Creation and Utilization of Curriculum Knowledge," are often puzzled as to its purpose. Notices in AERA publications and at the Annual Meeting usually provide a brief phrase like "studying the creation and utilization of curriculum knowledge, the need for such knowledge, and the methodologies for its generation." Whether such phrases really clarify the SIG purpose is questionable.

The SIG is intended to provide a focus for researchers who see their work directed toward the generation of publicly verifiable statements about phenomena within any aspect of the curriculum domain (however defined); toward understanding the several dimensions of the process of supplying and using such knowledge in the enhancement of curricular practice; and toward improving the skills of curriculum researchers in knowledge creation, and the skills of curriculum practitioners in knowledge utilization. Anyone engaged in research of these kinds should be made acquainted with the SIG and asked to join in mutual sharing and critiquing of such work.

AERA SIG on "Creation and Utilization of Curriculum Knowledge"

☐ Include me as a participating member for 1974-1975.

Enclosed is payment of $1.00 to cover meeting and newsletter expense.* (Checks should be made out and sent to: Edmund Short, 141 Chambers, College of Education, Pennsylvania State University, University Park, PA 16802).

☐ I do not wish to be included in the membership of this SIG, but please place my name on the mailing list to be kept informed of its activities.

Signed: ______________________________

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Date: ______________________________

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Payments received after that date will be for the membership year, 1974-1975. All current memberships become renewable on the date of the annual business meeting, this year on April 17.

Quality Assessment Survey

1974 AERA Program Sessions
As Judged by Members of SIG on
"Creation and Utilization of Curriculum Knowledge"

Please list five or more presentations at AERA 1974 which you think fit the concern of this SIG and rank them in terms of quality from 1 (top quality) to 5 (or higher) on each of two dimensions.

Session Number	Person(s) Reporting	Topic	Rank on Significance of Research Problem Dealt With	Rank on Quality of Execution of Inquiry Approach Used

Comments:

(Please indicate personal reactions to any of the presentations listed above that might help explain your judgments of quality. Also, suggestions for improving quality of research attempted or methodologies used may be made.)

(When completed, please return to SIG chairman)

NEWSLETTER

# of the

AERA Special Interest Group of

CREATION AND UTILIZATION OF CURRICULUM KNOWLEDGE

Issue No. 7 July, 1974

SIG AERA Symposium: Report

A symposium, "Toward Disciplined Inquiry in Curriculum: Breaking with Conventional Modes," was presented at the AERA Annual Meeting on April 16, 1974, in Chicago. This symposium was organized to give SIG members an opportunity to examine some of the emerging modes of disciplined inquiry in curriculum. Four different modes were described by Michael Apple, William F. Pinar, Decker F. Walker, and Ian Westbury. Jonas Soltis, as discussant, proposed a framework for analyzing the presentation that stimulated lively debate from the floor in the discussion session immediately following the symposium.

Soltis advised curriculists to identify clearly the type of inquiry appropriate to the various kinds of problems encountered in the broad domain of curriculum. Indeed, because curriculum problems are so diverse, it is fruitless to attempt to adopt any one mode of inquiry. Instead, the distinctive modes described by the symposium participants should all be used depending on the nature of the problem and the nature of the evidence that will be accepted as justification for the knowledge produced by the particular inquiry. Soltis classified the four modes of inquiry represented by the symposium speakers as: empirical, conceptual, ethical, and subjective.

Decker Walker's paper identified five different investigative techniques suited to the empirical mode: restrospective case studies; large scale demographic/descriptive studies; curricular criticism; studies of practical wisdom; and longitudinal studies of the life consequences of school learning.

Ian Westbury emphasized the need to conceptualize the school as a work setting where goals, structure, and technology interact in ways that affect the nature of curriculum. An inquiry taking these elements into account will lead to a concept of curriculum that differs significantly from the concept that excludes everything but goals.

Michael Apple's work presented a form of curriculum inquiry that Soltis referred to as ethical in nature. Such inquiry is concerned with ethics and power-politics. It is a mode of inquiry into the moral and political impact of the language of education which depends on a methodology of critical science growing out of Marx' writing and the sociology of knowledge.

And finally, William Pinar's emphasis on phenomenological questions, provided an example of a type of curriculum inquiry that is personal and subjective. The objective of such inquiry is to gain a deeper understanding of the elements of the unique experience of the individual when he interacts with subject matter.

All who are concerned with research in curriculum are indebted to the symposium members for pointing the way to a variety of modes suitable to the field. An appropriate follow-up activity for SIG members might be to locate examples of studies that have already been completed, or ones currently underway, that illustrate these modes of inqury. Whether or not the symposium was entirely successful in presenting alternatives to conventional modes of inquiry is probably immaterial. If it helped to clarify thinking about modes of inquiry in curriculum research, either along the lines suggested by Jonas Soltis and the panel members, or in other ways stimulated by the symposium, it can be looked upon as a significant contribution to the 1974 AERA program.

----Reported by Naomi Hersom, University of Alberta

Call for Proposals for 1975 AERA Program

AERA has announced a deadline of August 15, 1974, for the submission for proposals for papers or symposia to be presented at the 1975 Annual Meeting in Washington, D.C. on March 31 - April 4, 1975. All who have proposals especially pertinent for the SIG or "Creation and Utilization of Curriculum Knowledge" are asked to prepare the required materials and cover sheet as described in the May, 1974 issue of Educational Researcher, and to forward them for consideration for SIG sessions to Edmund C. Short, 141 Chambers Building, Penn State University, University Park, PA 16802. It must be recognized that program time allocated for use by the SIG is very limited and that only outstanding proposals can be accepted. SIG proposals must follow the same format as those submitted to divisional programs.

New SIG Co-Chairman

Dr. George Willis, of the University of Rhode Island, has agreed to serve during the 1974-1975 as Acting Co-chairman of the SIG, along with Dr. Edmund C. Short, of The Pennsylvania State University. Dr. Willis has contributed papers to the Annual Meeting of AERA, to the Report of the Rochester Conference in Humanistic Curriculum Theory (edited by William Pinar, from McCutchan, 1974), and to several issues of Curriculum Theory Network.

SIG members are invited to correspond with Dr. Willis with suggestions for future SIG projects or activities. His address is: 705 Chafee Building, University of Rhode Island, Kingston, Rhode Island 02881.

Report of Discussion at 1974 SIG Business Session

The April 17 business session focused on the topic, "Researchable Problems in Curriculum." The session was chaired by Joseph Bosco, State University of New York at Albany; and began with the airing of brief position statements by Decker Walker (Stanford University), Donald Chipley (Pennsylvania State University), F. Michael Connelly (Ontario Institute for Studies in Education), and George Willis (University of Rhode Island) concerning alternative research perspectives and/or procedures. The presentations were followed by a question and answer period which offered members of the audience of about 50 persons the opportunity to follow up on any concept or point found in the introductory statements.

Although each of the statements reflected a somewhat different approach in their presentation, they all seemed to touch on an aspect of curriculum research which clearly needs further investigation. Consequently, the presenters were asked to submit an abstract which pinpointed the main ideas they sought to share in this session. Presented here, then, are these abstracts.

WHAT ARE THE PROBLEMS CURRICULISTS OUGHT TO STUDY?

Decker F. Walker
Stanford University

I have come to believe that there are only five types of problems for research and scholarship in the field of curriculum.

1. What are the significant features of a given curriculum?
2. What are the personal and social consequences of a given curricular feature?
3. What accounts for stability and change in curricular features?
4. What accounts for people's judgments of the worth or merit of various curricular features?
5. What sorts of curricular features ought to be included in a curriculum intended for a given purpose in a given situation?

(Notice that the fifth question differs from the first four in two ways: it requires a normative answer and it is dependent on a particular context.)

These problems are of little intrinsic interest. They interest because, once answered, they may help improve somebody's education. This is, in large part, what is meant by the statement that curriculum is a practical field of study.

Each of these questions contains the word curriculum (or curricular features). This term remains undefined to reflect the lack of consensus among those who call themselves curriculists concerning what features of educational programs are curricular. Such disagreement on definitions need not be debilitating if we are willing to let each scholar define the term as he or she sees fit for the purposes of his or her own research.

Notice also that questions about terminology and definitions or about the curriculum field do not appear on this list. This is because I consider such meta-theoretical questions to be derivative from and dependent on the primary questions of the field, just as questions of the nature of science or the basic terms of science, etc. are derivative from and dependent on the primary activity of science.

I hope readers of this note will be challenged to write their own list of questions they believe the curriculum field has, does, and should address. I am particularly interested in hearing about other questions not subsumed under these five, and would gladly exchange correspondence with interested persons on this topic.

MAKING SENSE OUT OF CURRICULUM RESEARCH

Donald R. Chipley
Pennsylvania State University

Among the many researchable problems that plague curriculum specialists is the problem of making sense out of curriculum research. Hence, we shall identify certain factors that cause curriculum specialists difficulty and propose a model for use in clarifying understanding of curriculum research studies.

The first problem-factor derives from the pluralistic character of curriculum. The term, curriculum, is defined in a variety of ways; and curriculum is an area which is characterized by a variety of different perspectives. The second problem-factor stems from the lack of precision that often characterizes curriculum statements. Central concepts such as values, experience, content, process, objectives, competencies, etc. are repeatedly used with little or no attempt being made to distinguish the special meanings different authors associate with these terms; and curriculum perspectives are rarely operationalized enough to be distinctively assessed. We would maintain that even though pluralism is a problem-factor, it is not the place to begin since American education is rooted in a democratic base which cherishes cultural diversity. Imprecision, then, is the factor we would nominate for primary consideration.

Having decided where to begin, let us define the key terms of this paper. Curriculum refers to certain concepts and operational perspectives used by educators as they develop structures intended to improve the design, implementation, and/or evaluation phases of a school program. Imprecision refers to a type of inadequacy which is proposed to exist whenever statements, particularly, curriculum statements, are presented without making explicit the special meanings associated with the central concepts or the operational specifications to be associated with an author's basic perspective. Curriculum research refers to a specific form of educational inquiry which begins with questions about distinctive curricular concepts and/or perspectives and then moves to gathering, analyzing, and interpreting data in order to make judgments about the adequacy, effectiveness, and/or efficiency of given concepts or a perspective as relate to the design, implementation, and/or evaluation phases of structural development.

The next question is --what can be done to help curriculum specialists to distinguish the character and make sense out of a varied field of curriculum research studies. Here, we would propose a model which contains three component dimensions--viz., developmental focus, technical form, and investigative function, and resembles the Guilford 'Structure of Intellect' cube in its graphic representation.

One dimension of the model is developmental focus (DF). DF is important because a curriculum research perspective undergoes certain stages of development (individual, community, and intelligentia) in making the transition from private idea to cultural standard. Individual is the beginning stage since a curriculum research perspective originates as a personal perception or private idea in the mind of an individual. Community, the next stage of development, takes place when the private idea is embraced by a constituent group of educators and implemented in a school-related context.in order to put the idea to the test of public action. Intelligentia identifies the final stage of development where productive ideas are transformed into significant cultural standards. In the final analysis, it is necessary that such representatives of the 'Curriculum intelligentia' as ASCD, Professors of Curriculum, SIGs in Curriculum, State Curriculum Departments, etc., identify and support productive ideas or else they will not survive long enough to become part of the ongoing chain of cumulative enlightenment that makes up the culture of the community of curriculum specialists.

Another dimension of the model is technical form (TF). Since curriculum research studies occur in a variety of forms, it is helpful to have some mechanism for differentiating different studies into distinctive types of studies as well as into their major component elements. A sample portion of one mechanism devised to facilitate structural analysis of historical, linguistic, moral, behavioral, pragmatic, and aesthetic studies is presented below.

Type	Questions	Method/Data Sources	Findings
Historical Examples: The Curriculum Field. (Seguel, M. H., 1966) Common Elements in New Mathematics Programs. (Sherman, H., 1972)	What is the origin of, pattern of, evolution of, and/or main factors that influenced the development of a specific curricular concept and/or perspective?	Review, analyze and summarize data from bibliography of primary and secondary topic sources. Supplement with data from interviews, census studies, etc.	1. Anticipated with: a. Substantial Support b. Some or Partial Support c. Slight or Little Support 2. Unanticipated with: a. Substantial Support b. Some or Partial Support c. Slight or Little Support

Type	Questions	Method/Data Sources	Findings
Linguistic Examples: "Curriculum Language & Classroom Meaning" (Huebner, D., 1966) "Curriculum Criticism" (Mann, J.S., 1969)	What are the intended meanings of central terms or organizing concepts; what is the root metaphor underlying a particular perspective; and what is the function of the major concepts and perspective in terms of the message(s) being delivered?	Review and analyze statements extracted from initial and supplementary text sources with further examination of data from interpretive commentaries.	Same As Above

The final dimension of the model is investigative function (IF). With curriculum research there seems to be at least three basic reasons which underlie most of the research that is done. They are: social inventory, personal curiosity, and individual and/or group decision-making. Social inventory usually has to do with determining how much X presently exists (studies of how many middle schools, programs of open education, new math courses, etc., are examples of this type of study); and is often done to give an account of what energies and resources are presently invested to support a particular educational development. Personal curiosity usually is grounded in an investigator's interest in exploring new ideas and/or new relationships, and is mainly done to extend one's knowledge about a given concept or pattern of relationship. Studies conducted to find out what might happen if one modified P instead of R are examples of this type of research study. Individual and/or group decision-making usually relates to uncovering and assessing various alternatives to a problem-situation (for example, alternative approaches to creating more flexible school and classroom environments); and is done to determine in light of a specific knowledge-base which approach represents the more rational alternative, and thus should be favored in building a concrete plan of attack.

Such a model would benefit the consumers of curriculum research because it would enable them to analyze research so as to better determine who originated the study, what type of study it was, and why the study was done. Moreover such a model would help students of curriculum research because it would enable them to discover where gaps existed either in a particular study or in certain types of studies, and thus indicate where correctional actions were urgently needed. Finally, such a model could even benefit the leadership groups that comprise the intelligentia in the area of curriculum for it would supply them with one specific means for clarifying and promoting greater precision in respect to doing, communicating about, reviewing and utilizing curriculum research studies.

RESEARCH PROBLEMS IN CURRICULUM: ALTERNATIVE PARADIGMS

F. Michael Connelly
The Ontario Institute for Studies in Education

The conceptual organizers of development and of practice are one of the key targets requiring research. Quite appropriately, curriculum development and new curriculum practices are initiated by the construction of ideas and terms thought to account for some problem or need in practice. My colleague, Len Berke, calls these "rethorical inventions" and gives as an illustration intellectual skills and instructional objectives. The list could easily be increased by such current terms as "individualization" and "open-education". These notions are formulated in practice and are not ordinarily derivative from research. But once established as a guiding conception for development and for practice, these terms require both analytic study concerned with elaborating meaning under different possible practical circumstances and they require empirical research on those possibilities under actual school curriculum circumstances. Without such research on guiding conceptions "bandwagons" take hold with only superficial effects.

Any particular theory or line of research gives only a partial view of its subject. Accordingly, it is easy to attribute far more generality to the results than is warranted when research is pursued prior to a clear assessment of its need and domain of applicability. A fully developed account of this point is given by Schwab (1971), whose position is as follows. Each theory represents one of several possible starting points for curriculum development. Thus, a theory of enquiry represents a subject matter starting point and a theory of ego development represents a psychological starting point. Furthermore, there is considerable variation within each such starting point. Thus, there are multiple theories of subject matter and there are multiple theories of ego development. The various starting points may be likened to the major directions on a compass and the multiple theories within each to slight movements of the pointer. Furthermore, each theoretical view is associated with a particular range of curricular possibilities. To give a simplified example, within a subject-matter starting point it is possible that a theory of inquiry will maximize student understanding of how knowledge is developed and changes, and will minimize content coverage, while it is possible that a theory of the logic of the interrelations among concepts and between these and the world will maximize concept coverage at the expense of an understanding of how concepts arise and function in inquiry.

Given this view, the general problem for research is that of elaborating the practical circumstances and practical possibilities entailed by particular theories and lines of research; the matching of these into more or less compatible mixes; and the making available of this work to practitioners.

In making the case that curriculum research ought to follow from curriculum development and curriculum practice, a number of research areas and problems can be identified. Consistent with the case, there are two possible lines of research currently of special interest to me. The two lines of research are in no way intended to be inclusive of the kinds of research that ought to be pursued. The lines of research eminate from a central notion of the teacher as curriculum decision maker and of the consultative support needed by the teacher in this role. The account that follows briefly describes the "research paradigm" involved and sets out the two lines of research.

Form and Content of the Paradigm Governing the Proposed Research

Following Schwab's lead, our paradigm form is given by the notion of curriculum as a practical activity and the study of it as a practical discipline. The word "practical" is not intended to convey our conventional wisdom on the use of the term. To be "practical" is to be concerned in the final analysis with unique school events--for example, with a single classroom, a specific child, or an individual department. The end in view is action, rather than knowledge, even in the case of theoretical disciplines. Thus, the principle aim of curriculum research is less with the generation of new knowledge than it is with the improvement of school practices. Individual studies may, of course, be empirical and aim for empirical generalizations or be theoretical and aim for broad statements of principle. But to be of significance as curriculum research, these studies should have a demonstrable origin in inadequate classroom practice and should be seen to bear on the improvement of that practice. The work is incomplete until the relationship between empirical or theoretical findings and practice is established.

There are two sides in this effort, the scholars and the practitioners (see Figure 1) with graduate studies seen as a mediating loop.

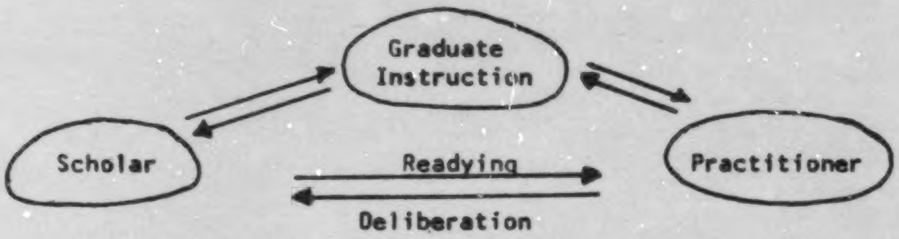

Figure 1

The scholar readies knowledge for practical use or for purposes of instruction in several ways. Among the most important of these are the matching of different, competing, knowledge claims and the setting forth, explicitly or through an instructional methodology, of the assumptions and theoretical perspectives in terms of which the knowledge was generated. For example, one might set forth knowledge on classroom discussion by comparing and contrasting the work of Bellack with that of Flanders, and by setting up for inspection the underlying assumptions in each.

From the practitioners perspective the translation of curriculum ideas and generalizations into practice depends upon a deliberative process undertaken by the practitioner in which there is a reflexive exchange between the ideas and the peculiarities of the individual situation at hand. In the process, the ideas are legitimately warped and woofed with the uncomfortable consequence for the scholar that he will rarely see his ideas inacted in pure and pristine form. Such warping and woofing is not the consequence of miseducated teachers or bad theory but is in the nature of the beast.

RESEARCHABLE PROBLEMS IN CURRICULUM: SOME DIRECTIONS

George Willis
University of Rhode Island

Jonas Soltis, in summarizing and responding to remarks made at the recent AERA symposium entitled "Toward Disciplined Inquiry in Curriculum: Breaking with Conventional Modes," has suggested that there are two ways of going at disciplined inquiry: either borrow from other disciplines or invent a new discipline. Let me suggest that what we as curriculum theorists should now be doing--or at least among those tasks we can do with substantial profit--is both these things.

It seems to me that we are in the process of inventing a new discipline. Yet, since invention is difficult and time consuming, it also seems that within this process we cannot help borrowing, usually from older, better established disciplines. We can benefit from the judicious incorporation into our emerging discipline of considerations drawn from other fields. These considerations can be particularly helpful, first, in aiding the identification and arrangement of competing issues, definitions, and positions within curriculum; secondly, in aiding basic clarifications about the nature of such issues; thirdly, in aiding the establishment of models directly useful in curriculum development and practice.

For instance, in a paper entitled "Curriculum Criticism and Literary Criticism" I have argued that study in the humanities and study of the curriculum are similar because both eventually deal with very complex human reactions, particularly with aesthetic reactions. Therefore, definite analogues exist between the humanities and curriculum, and certain subject matters, principles, and methodologies drawn from the humanities are applicable to curriculum. I then pointed out a few analogues drawn from literary criticism and how these might be useful in thinking about curriculum.

But aside from literary criticism, other areas within the humanities seem to me to be richly potential for this kind of borrowing. Linguistic theory has developed principles derived initially from rhetoric and poetics. Ethical theory has changed historically from a preoccupation by moral philosophers with questions of substantive ethics only, to the modern refinements of analytic ethics. Phenomenology has evolved some techniques which may be useful in analyzing the immediate perceptions of individuals in educational settings. Each of these areas, I think, can be considered among the disciplines from which insights about the nature of curriculum can be gained.

Now, if these remarks about building a discipline in part by borrowing from other disciplines are generally correct, then a number of tasks suggest themselves, and, in effect, "researchable problems" spring up around each of them. Most broadly, the main task is doing careful comparative analysis of principles--past, present, even future--within curriculum and within related disciplines in which definite analogues exist. More specifically the tasks include such things as:

--Identification and assessment of analogous developments in related fields.

--Critical appraisal of the history of the curriculum field and of its current principles, with an eye toward developing new (or reviving old) principles and formulating criteria for judging comparative merits and demerits of these principles.

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--Development of some kind of classificatory or taxonomical arrangement for ordering what we are finding out.

Obviously, this list is not exhaustive, and it seems somewhat remote from the familiar problems of curriculum development and practice. One can add to it, extending it considerably. Nonetheless, by continually subdividing it, one gets down surprisingly quickly to sub-tasks which impinge more and more directly on the practical, nuts and bolts tasks in curriculum, which still need much work.

Ultimately, the major task is, in my mind, metatheoretical; it calls for on-going critical debate and clarification about the data and the principles we use. How do we reconcile the conflicting and competing data we develop?

In effect, this paper is a suggestion that we research and develop means for identifying and weighing between alternative modes for conducting curriculum development and practice. I have not raised any issues which are new. (Many began to obtrude in earnest into the professional literature about ten years ago.) But I do think we would be a bit better off in the future if we dealt with them in an increasingly self-conscious and systematic way. That, it seems to me, is essentially what building our own discipline is all about.

----Compiled and edited by Donald Chipley, Penn State

Membership Dues

Persons wishing to enroll as SIG members should submit their 1974-1975 dues ($1.00) to Edmund C. Short, 141 Chambers, Penn State University, University Park, PA 16802. Payments made since the AERA Annual Meeting in April are considered effective for the year 1974-1975.

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Signed: ______________________________

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(Please indicate personal reactions to any of the presentations listed above that might help explain your judgments of quality. Also, suggestions for improving quality of research attempted or methodologies used may be made.)

(When completed, please return to SIG chairman)

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NEWSLETTER

# of the

AERA Special Interest Group on

CREATION AND UTILIZATION OF CURRICULUM KNOWLEDGE

Issue No. 8 March, 1975

SIG Sponsors Sessions at AERA

The annual Business Meeting of the SIG will be held this year on Wednesday, April 2, at AERA Session 22.01 (4:05 - 5:35 p.m.) to be held in the Georgetown West Room of the Washington Hilton Hotel. Items on the agenda are described elsewhere in this issue. The business meeting will follow an informal discussion of THE PROBLEM OF ACCESS TO CURRICULUM RESEARCH IN THE GRADUATE SCHOOL SETTING. Faculty and graduate students will share their perceptions of the problem as it exists in a variety of locations throughout the country and will describe efforts made or proposed to solve it. The session will be chaired by SIG Co-chairman George Willis of the University of Rhode Island. Four leading curriculum professors will lead off with informal comments about the problem from their own perspectives: Virginia Macagnoni, University of Georgia; John M. Mickelson, Temple University; O. L. Davis, University of Texas at Austin; and Gordon Lawrence, University of Florida.

Frances R. Link, of Curriculum Development Associates in Washington, D.C., will present research on the curriculum change process at AERA Session 26.12 on Thursday morning, April 3, at 10:35 a.m., in the Thoroughbred Room of the Washington Hilton. Her presentation is entitled, "A Case Study in Curriculum Change: MAN A COURSE OF STUDY." Discussants will be Jimmy E. Nations, Montgomery County (MD) Public Schools, James A. Phillips, Kent State University, and H. Russell Cort, Jr., of Antioch College.

The SIG is co-sponsoring with Division B, Session 28.01, "Toward Reconceptualization of Curriculum Inquiry: Divergent Perspectives." This symposium, chaired by William Pinar, The University of Rochester, will feature presentations by Ira Weingarten, University of North Carolina, Greensboro; Paul Shaker, The Ohio State University; Madeleine R. Grumet, The University of Rochester; and Kirke White, Webster (N.Y.) Public Schools. Paul R. Klohr, The Ohio State University, will serve as discussant of these presentations. Time: 2:15, Thursday, April 3. Place: Lincoln West Room of the Washington Hilton.

Other Sessions of Interest to SIG

5.13. Diffusion as Viewed from the Firing Line: Multiple Perspectives from Producers, Linkers, Consumers, Researches (SIG/Research Utilization).

6.06. Toward a Renaissance of Curricular Studies (Invited Address, Division B). Elliot W. Eisner, Stanford.

BEST COPY AVAILABLE

14.17. Initiating School Improvement: Strategies for Utilizing Educational Knowledge (SIG/Research Utilization). Especially the paper by Bruce Joyce, "Utilizing Knowledge to Effect Curricular and Instructional Change."

18.09. Nature of Curriculum: Its History, Claims, and Methods (Division B)

24.07. Research on the Knowledge Production and Utilization System in Education (Symposium, AERA). Features studies being conducted by Ward S. Mason, NIE; William Paisley, Stanford; O. W. Markley, Stanford Research Institute; Rolf Lehming, NIE; David Clark and Egon Guba, Indiana University; Michael Radnor, Northwestern.

27.16. Organizational Roles, Communication, and a Diffusion Program: Concepts, Competencies, and a Case for Research Utilization (SIG/Research Utilization).

SIG Dues

To affiliate with the SIG on "Creation and Utilization of Curriculum Knowledge," fill in the membership blank included in this newsletter and send in your $1.00. The new membership year begins April 2, 1975, and extends until the Annual Meeting in 1976. Membership in AERA is not a prerequisite for SIG membership. Interested graduate students are encouraged to join.

Newfield Receives NIE Research Grant

John W. Newfield, State University of Louisiana at New Orleans, is the recipient of a FY 1975 Research Grant from the National Institute of Education, under its Production and Utilization of Knowledge category, for conducting a study of "Information Demands of Curriculum Supervisors." This award was the only one strictly related to curriculum among those in this category. Our congratulations to Dr. Newfield, who is a member of the SIG. We look forward to the report of this study in the near future. Others might wish to apply to NIE at the next open cycle for similar grants to conduct knowledge production or utilization studies related to curriculum.

SIG Membership - March, 1975

Arthur Adkins	University of Maryland
Vernon E. Anderson	Carmel, California
Bruce G. Baron	Research for Better Schools, Philadelphia
George Beauchamp	Northwestern University
Roger V. Bennett	Memphis State University
Louise M. Berman	University of Maryland
Wilma W. Bidwell	State University of New York at Albany
John Blight	Ohio Middle School Research & Resource Center
Robert Brashear	Western Michigan University
Amy Frances Brown	Nashville, Tennessee
John A. Brownell	East-West Center, University of Hawaii
Frederick B. Bunt, Jr.	Pace University
Helen R. Burchell	Ramapo College, New Jersey
Joel L. Burdin	AACTE & Journal of Teacher Education
Robert L. Buser	Southern Illinois University
John J. Bush	Bonifay, Florida
Darrel N. Caulley	University of Illinois - Urbana

Donald Chipley	Pennsylvania State University
Thomas Curtis	State University of New York at Albany
O. L. Davis, Jr.	University of Texas at Austin
Harold D. Drummond	University of New Mexico
Margery Duffey	University of Kansas Medical Center
Victor L. Dupuis	Pennsylvania State University
Dale Edwards	Evergreen Park High School (Illinois)
Allan Glatthorn	University of Pennsylvania
Gary A. Griffin	Teachers College, Columbia University
Carole Hahn	Emory University
Paul R. Hanna	Stanford, California
C. Glen Hass	University of Florida
Margaret Gill Hein	Lehigh University
Naomi L. Hersom	University of Alberta
Louise E. Hock	New York University
William E. Hoffman	The College of Wooster (Ohio)
Todd Hoover	University of Nebraska
Arthur Hoppe	Northern Illinois University
James J. Jelinek	Arizona State University
Alan M. Kaplan	Skokie, Illinois
Richard D. Kimpston	University of Minnesota
Paul R. Klohr	Ohio State University
Arthur J. Lewis	University of Florida
William T. Lowe	University of Rochester
Alan E. Maher	Messapequa, New York
James H. McElhinney	Ball State University
John M. Mickelson	Temple University
Patricia L. Mills	Bowling Green State University
John Newfield	Louisana State University at New Orleans
Antoinette A. Oberg	University of Alberta
Norman V. Overly	Indiana University
A. Harry Passow	Teachers College, Columbia University
William F. Pinar	University of Rochester
Arthur D. Roberts	University of Connecticut
Jessie Roderick	University of Maryland
Vincent R. Rogers	University of Connecticut
J. Galen Saylor	Lincoln, Nebraska
Jon C. Schaffarzick	National Institute of Education
Harold G. Shane	Indiana University - Bloomington
Edmund C. Short	Pennsylvania State University
E. Brooks Smith	Wayne State University
Bernard Spodek	University of Illinois - Urbana
Harriet Talmage	University of Illinois - Chicago Circle
Peter A. Taylor	Ottawa, Canada
Robert M. Toepper	Northwest Regional Educational Laboratory
Laura C. Trout	Indiana University
Louise L. Tyler	University of California at Los Angeles
Gordon F. Vars	Kent State University
Tom C. Venable	Indiana State University
John A. Voth	University of Missouri - Columbia
David C. Williams	Eastern Kentucky University
George Willis	University of Rhode Island
Paul W. F. Witt	Michigan State University
Vivian C. Wolf	University of Washington
Lutian R. Wootton	University of Georgia
Esther Zaret	Bank Street College of Education

An Analysis of SIG-Related Studies

Baldridge, J. Victor, et al., "The Relationship of R & D Efforts to Field Users: Problems, Myths, and Stereotypes," Phi Delta Kappan, LV:10 (June, 1974), 701-706.

Claims that the marriage between R & D specialists and educational practitioners in the sixties has failed because researchers have relied too heavily on a linear conception of the research process. Proposes that a new nonliear model with linkages between educator and student users and researchers holds promise for improving future relationships.

Booth, Barbara, "Interactions Among Educational Information Systems," The ERIC Report, 5 (November-December, 1974), 4-7.

Observes that information is packaged in a number of separate and distinct systems ranging from ERIC to Encyclopedias. Users draw from these numerous self-contained systems by reference to various indexing guides. A more efficient approach would be to develop a comprehensive, integrated educational information system.

Dalin, Per. Case Studies of Educational Innovation: IV: Strategies For Innovation In Education. Paris: CERI, Organization For Economic Cooperation and Development, 1973.

Sets up a theoretical framework for clarifying the nature of innovations and innovative strategies, and uses these distinctions as a base for defining a process-oriented model of innovation. Draws upon case studies of Central Institutions, Innovative Regions, and Innovative Schools throughout the world. Examines the role of the individual and research in educational innovation, considers barriers and unintended effects, and notes features resulting in meeting modern needs.

Eisner, Elliot W. & Vallance E. (Eds.) Conflicting Conceptions of Curriculum. Berkeley, CA: McCutchan, 1974.

Identifies and describes five orientations toward curriculum: 1) development of cognitive processes, 2) curriculum as technology, 3) self-actualization, 4) social reconstruction-relevance, and 5) academic rationalism. Presents two or three sample works reflecting each orientation.

Levin, Malcolm A., & Simon, Roger I., "From Ideal to Real: Understanding the Development of New Educational Settings," Interchange, 5:3 (1974), 45-54.

Calls for viewing 'organization' as a socially constructed and individually perceived reality in which the dialogic process informs collective experience and action; proposes studying within a seven-phase analytic framework the evolution of developing educational settings. Some implications are drawn for facilitating program development.

Nadler, Gerald & Gephart, William J. The Process of Development. Occasional Paper 15, PDK. Bloomington, Indiana: Phi Delta Kappa Research Service Center, 1972, 26 pp.

Nadler, the developer of the IDEALS concept, a systems approach to design and development, defines development as a process of creating tools and procedures for doing a particular job. Its strategy is to determine function, design ideal systems, develop an optimum system, and deliver results.

Pinar, William (Ed.) Heightened Consciousness, Cultural Revolution, and Curriculum Theory. Berkeley, CA: McCutchan, 1974.

Presents papers by Pinar, Starratt, Huebner, Bateman, Greene, Macdonald, and Pilder which describe their efforts to reconceptualize curriculum theory in terms of varying modes of a more personally meaningful creative consciousness. Inner states and self-development are major concerns and inquiry presently revolves around the following issues: 1) confidence in schools as liberating institutions, 2) shape of future reform, 3) committment to public education, and 4) future of "scientism" in the field of education.

Posner, George J. "The Extensiveness of Curriculum Structure: A Conceptual Scheme," Review of Educational Research, 44:4 (Fall, 1974), 401-407.

Describes a synthetic framework for generating research questions related to curriculum structure. Focusing on the extensiveness of relationships between curriculum elements, the framewrok includes a "micro-macro" level of elements, "temporality" of elements (with both vertical and horizontal aspects), "commonality" of elements, and "contiguity" of elements.

Riecken, Henry W., & Boruch, Robert F., "The Purposes of Social Experimentation," Educational Researcher, 3:11 (December, 1974), 5-9.

Distinguishes six ways experimentation is used to inform the development of social intervention programs: 1) to test a plausible hypothesis, 2) to develop elements of an intervention program, 3) to test the various components of a complete program, 4) to compare and choose from multiple program design options, 5) to estimate critical parameter values, and 6) to evaluate and resolve conflicting claims. Limitations and advantages of the use of social experimentation are discussed.

Schutz, Richard E. The Conduct of Development in Education. Occasional Paper 14, PDK. Bloomington, Indiana: Phi Delta Kappa Research Service Center, 1972, 32 pp.

Asserts that research, development, and practice are distinctive activities, notes that universities have strong research capabilities but weak development capabilities, and calls for the support of educational development laboratories based on the model of defense and space development efforts.

Summers, Edward G., "Canadian Education Information: Some Perspectives and Sources On Systems Design," Bulletin of Canadian Society for the Study of Education, 2:2 (December, 1974), 1-8.

Reviews selected literature on designing and developing an information delivery system for Canadian education and identifies thirteen themes common to this literature. Suggests the use of a systems approach, involving specific foundation considerations, functional components, and design parameters.

Tyler, Ralph W., "Utilizing Research in Curriculum Development," Theory Into Practice, XIII:1 (February, 1974), 5-10.

Research is defined as "an effort to get carefully evaluated and systematically organized knowledge about some phenomenon." The usefulness of research lies in its producing essential concepts, generalizations about the relations among concepts, and particular facts, in its way of studying questions, and in its objective attitude toward facts. Curriculum development can draw upon research of anthropologists on the nature of community, research in social psychology concerning peer group influence, research in personality psychology (human needs), research in sociology (on social class), and research on learning (transfer and motivation). Research is also available on objectives, implementation, and preparing for the future.

Young, William F., "The Input and Reality: Can it Really be Done?" Theory Into Practice, XIII:1 (February, 1974), 11-14.

Recognizes that there is a huge gap between what we know and what we do in practice, and that research projects in local schools are almost non-existent. Needed to change this condition: 1) an increase in awareness of the need for research, 2) increased investment of financial resources, 3) increased involvement of affected personnel, and 4) increased commitment to unity of purpose.

Some observations emerge from analysis of these studies.

1. Distinctions are made between data and information, research and development, and research and practice, but seldom between information and knowledge.

2. Research, development, the systems approach, and utilization - all have an important personal-social element which cannot be ignored.

3. Tangential studies related to the creation and utilization of curriculum (or any) knowledge are evident, but few appear dead-center on the topic.

4. Intensified development and use of comprehensive information systems in education are a prerequisite to improved research and knowledge utilization in curriculum.

5. Studies in this area are being done by researchers from a number of different fields; an interdisciplinary base should be maintained in shaping future research efforts in this area.

-Donald R. Chipley, Penn State University

SIG Business Meeting

The existence of the SIG in its present form is at issue among the membership. This matter will thus become the focus of deliberations at the Business Meeting of the SIG, to be held Wednesday, April 2 at the end of Session 22.01, 4:05 - 5:35 p.m., in Georgetown West of the Washington Hilton Hotel.

Among the alternatives expected to be presented for possible action is one to expand the purpose of the SIG to encompass a range of interests not now satisfactorily met under the present focus: research on the process of creation and utilization of curriculum knowledge.

If there are other specific proposals that might elicit widespread acceptance as a new focus for a SIG, please prepare in writing a brief statement of the idea and notify the chairman of the business meeting, Edmund C. Short, of your intention to present such a proposal at the meeting. Contact may be made at the Hilton.

Those unable to participate in the discussions in Washington may wish to make their views known by filling in the items below and forwarding this sheet, along with their membership dues for the new year, to the address on the reverse side.

I favor keeping the present focus for the SIG ☐

I favor dissolving the SIG with its present focus ☐

I favor expanding the focus of the SIG to include the following: ☐

Other comments or suggestions:

Name ____________________

(Note: this is only an expression of preference and of suggestions; not an official ballot on options.)

AERA SIG on "Creation and Utilization of Curriculum Knowledge"

☐ Include me as a participating member for 1975-1976

Enclosed is payment of $1.00 to cover meeting and newsletter expense.* (Checks should be made out and sent to: Edmund Short, 141 Chambers, College of Education, Pennsylvania State University, University Park, PA 16802).

☐ I do not wish to be included in the membership of this SIG, but please place my name on the mailing list to be kept informed of its activities.

Signed: ______________________

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Date: ______________________

*Payments received prior to April 2, 1975, cover the previous year, 1974-1975.

Payments received after that date will be for the membership year, 1975-1976. All current memberships become renewable on the date of the annual business meeting, this year on April 2.

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AERA Publication

NEWSLETTER

of the

AERA Special Interest Group on

CREATION AND UTILIZATION OF CURRICULUM KNOWLEDGE

Issue No. 8 (Misnumbered) March, 1976

Bicentennial Connection

1776 and the years that followed were good years for the growth of knowledge according to Salamon Bochner. In Eclosion and Synthesis: Perspectives on the History of Knowledge he asserts that the half century, 1776-1825 (which he calls the Age of Eclosion), played a pivotal role in the development of 20th century knowledge. It did so because it was during this time that the main organizational areas of contemporary knowledge both evolved and gained a stable identity. By contrast, he calls the present age the Age of Synthesis. This age, he maintains is more aptly characterized by synthesis because greater attention is being given to showing how various areas of knowledge can be used in conjunction with one another to better help us understand the man-universe relationship. The interesting question - what, if any, relationship does all this have to do with the creation and utilization of curriculum knowledge? One possible connection, it might help us to exchange ideas about where we are in the development of curriculum knowledge. Are we at a Pre-Eclosion, an Eclosion, a Pre-Synthesis, or a Synthesis stage of development? Any thoughts, anyone?

SIG Session at AERA Announced

We are pleased to note that this year's Symposium/Business Session is scheduled at 12:25-1:55 in the Teakwood Room (Hilton) on Thursday, April 22. The Symposium theme and participants are as follows:

21.24 CURRICULUM INQUIRY: THREE PERSPECTIVES ON REALIZATION OF INTEGRATIVE CONCEPTS OF CRITICAL CONSCIOUSNESS (Symposium and Business Meeting, SIG/Creation and Utilization of Curriculum Knowledge)

CHAIR	Donald R. Chipley, The Pennsylvania State University
PARTICIPANTS	Rethought Scientism: The Nature of Systems Relating to the Technical: An Extension of the Practical. Francis P. Hunkins, University of Washington Notes on the Relationship Between the Language of the Practical, The Meaning of Experience and the Methodology of Curriculum Development. M.J. Max Van Manen, The Ontario Institute for Studies in Education The Literature of Curriculum Development: Toward Centralization and Analysis. William H. Schubert, University of Illinois, Chicago

DISCUSSANT George Willis, University of Rhode Island
BUSINESS D.R. Chipley & G. Willis SIG Co-Chairpersons

National Institute Conducts National Curriculum Survey

The National Institute of Education's Curriculum Development Task Force recently conducted a survey of issues, problems, and concerns about curriculum development that are now foremost in people's mind. Views expressed by interviewees from sixty organizations of professional and lay people, as well as ideas found in nearly fifty recent documents, were summarized before NIE's National Council on Educational Research on January 15, 1976. The Council supported NIE's undertaking two kinds of activities that grew out of the survey: 1) the providing of forums and other means of broadening the discussion of the issues identified in the survey, and 2) the examining of ways of improving the manner in which curriculum development takes place.

Among conclusions drawn in the survey on which these activities are based are these: 1) the over-riding interest at the present time is in having a piece of the action at all levels of curriculum decision making, 2) the concern for involvement is accompanied by a feeling of impotence and of having limited influence, 3) the views expressed reflect contradictory perceptions and arguments about what actually goes on in schools, 4) the preferred arena for resolution of conflicting interests related to curriculum is clearly local, not federal or state, and 5) there is widespread dissatisfaction with the failure of past strategies of curriculum development in enlisting the collaboration of many groups having a stake in the enterprise.

This report and the anticipated movement of NIE into these issues in curriculum development provide an air of hope among those practitioners and researchers concerned with improving the nation's curricula. If capitalized upon, the opportunity may lead to fruitful new directions. Those wishing to obtain a copy of the Report should write Jon Schaffarzick, Program on School Capacity for Problem Solving, National Institute of Education, Washington, D.C. 20208. Feedback is welcome.

SIG Membership - February, 1976

William Alexander	University of Florida
Vernon E. Anderson	Carmel, California
Bruce G. Baron	Research for Better Schools, Philadelphia
Wilma W. Bidwell	State University of New York at Albany
Rolland Callaway	University of Wisconsin - Madison
Donald Chipley	Pennsylvania State University
F. Michael Connelly	Ontario Institue for Studies in Education
Duane H. Diliman	Drew Postgraduate Medical School - Los Angeles
Harold D. Drummond	University of New Mexico
Michael F. Haines	State University of New York - Maritime
Paul M. Halverson	University of Georgia
C. Glen Hass	University of Florida
Margaret Gill Hein	Lehigh University
Naomi L. Hersom	University of British Columbia
William E. Hoffman	The College of Wooster (Ohio)
Todd Hoover	University of Nebraska

Andrew S. Hughes	Arcadia University - Nova Scotia
Shake' Ketefian	New York City
Paul R. Klohr	Ohio State University
Marcella L. Kysilka	Florida Technological University
Arthur J. Lewis	University of Florida
Arieh Lewy	Tel Aviv University
Wilma S. Longstreet	University of Michigan - Flint
Maria T. Marcano	University of Puerto Rico
John D. McNeil	University of California at Los Angeles
Patricia L. Mills	Bowling Green State University
Mary F. O'Neill	Terre Haute, Indiana
Antoinette A. Oberg	University of Alberta
Norman V. Overly	Indiana University
A. Harry Passow	Teachers College, Columbia University
William F. Pinar	University of Rochester
Tim M. Riordan	Xavier University, Cincinnati
Sam D. Robinson	Dartmouth, Nova Scotia
Michael P. Roetter	Owens Technical College - Ohio
J. Galen Saylor	Lincoln, Nebraska
William H. Schubert	University of Illinois - Chicago Circle
Stephen Selden	University of Pennsylvania
Edmund C. Short	Pennsylvania State University
Delores Silva	Temple University
Helen N. Sprey	Case Western Reserve University
Daniel Tanner	Rutgers University
Laurel Tanner	Temple University
Peter A. Taylor	Ottawa, Canada
Laura C. Trout	Indiana University
William Van Til	Indiana State University
Tom C. Venable	Indiana State University
David C. Williams	Eastern Kentucky University
George Willis	University of Rhode Island
Herbert Wilson	University of Arizona
Paul W.F. Witt	Michigan State University
Lutian R. Wootton	University of Georgia
Esther Zaret	Virginia Commonwealth University

An Invitation From England

Dear Colleague,

A Comparison of American and British organization for educational research and its relation to policy development and innovation suggests some interesting differences between the two countries e.g. in national priorities, expectations of research, organizational characteristics and long-range planning. Some of the differences are suggested below in the form of general statements about Britain compared to the USA and related questions about America. Your responses or additions to the questions or statements are warmly invited as part of a developing dialogue.

In Britain, there is a dislike of separating basic from applied research or either of these from development activity. This is strongly related to a large number of fundamental policy changes in education as a direct result of the influence of research findings.

1. In the USA, there appears to be an increasing emphasis on applied research as distinct from basic research. Does this give an over-emphasis on short-term and objective results in contrast to more exploratory activities?

In Britain, adoption of products of educational R&D is based on the decision of the individual teacher or, at most, with his colleagues in the school, i.e. adoption decisions are very decentralized.

2. In the USA, does the centralized basis of adoption (by a local education authority - LEA) result in efficient dissemination and implementation of innovation?

In Britain, assessment of the success of an educational innovation such as a curriculum development project is not based mainly on any measure of adoption. A new project is assumed to initiate a far wider range of changes than could be represented by a set of objectives. Innovative activities are seen as most meaningfully developing at the time and place of use with the teacher and pupils as the most creative source of innovation. Any involvement in a centrally organized innovative project is part of an ongoing process of continuous renewal - mostly at the personal rather than the institutional level.

3. In the USA, it appears that expertise from outside the classroom is thought to be the most important source of innovation. Is this your view? Is this view accepted by teachers?

In Britain, products of R&D are not assumed necessarily to lead to improvements. The attitude to innovation is one of scepticism and teachers feel no pressure to adopt.

4. In the USA, to what extent does the pressure to innovate detract from what the teacher is supposed to be doing? Does the pressure for constant change from the outside (e.g. change agents or curriculum specialists) detract from the development of innovative activities based on the personal interests of teachers?

In Britain, although there is increasing community involvement in schools, there is no suggestion of assessment by the public of what schools are doing. It is felt that teachers are professionally qualified to determine the curriculum and that public participation would only confirm that there is no one best way - that 'best' in any situation is dependent both on the needs and interests of the pupils and teacher and cannot be determined by casual outside observers.

5. In the USA, to what extent are developments such as voucher systems and teacher accountability seen as an extension of traditional community involvement in schools? Is the trend so strong as to prevent the development of teacher professionalism?

In Britain, all career advancement in education requires an initial experience in teaching and there is little opportunity for employment in institutions outside of schools or LEAs.

6. In the USA, does the development of teacher career opportunities outside schools or LEAs contribute to making the life of a classroom teacher more flexible or satisfying and open to innovation?

In Britain, considerable value is placed upon clear expression with the minimal use of different words to express similar ideas. Familiar words are preferred to the unfamiliar or invented.

7. In the USA, it is felt that specialist words ('jargon') and complex sentence construction dominates educational literature? To what extent do these characteristics form barriers to communication?

Please return any comments to:

Dr. R.B. Nicodemus, The Open University
Institute of Educational Technology
Milton Keynes MK7 6AA, ENGLAND

Proposals For New Directions

The existence of the SIG in its present form has been at issue among the membership over the last few years. Thus, we have asked for proposals that might define new directions for a future focus of the SIG. We have received one proposal from Drs. Daniel and Laurel Tanner, which is presented below. Before presenting it, however, we wish again to take this opportunity to invite those who might have an idea, to write it down on a piece of paper and send it along to the editor, Dr. Don Chipley, 159 Chambers, Penn State University, University Park, PA (16802) so that we might present it for consideration along with the Tanner's proposal at the Business part of the SIG Session on April 22. As for the proposal submitted by Drs. Daniel and Laurel Tanner, it is briefly summarized in the following form:

> Proposal for a change in the format and focus of the Special-Interest Group on Creation and Utilization of Curriculum Knowledge:
>
> > Beginning with the 1977 meeting of AERA, the Special-Interest Group on Creation and Utilization of Curriculum Knowledge will focus on problems and issues concerning curriculum policy -- including the affects of policy on the interpretation of curriculum research and on programs and practices in curriculum development. The Special-Interest Group will follow a new format and will be organized around a symposium, an invited speaker, and selected papers.

New Research Supports Importance of Schooling

We all know of the Coleman Report (1966) which purports to show that schooling *per se* is a comparatively minor variable as related to pupil achievement, and thus influenced many policy makers and legislators to question the idea of allocating increased support for educational programs. Recent research by David E. Wiley (reported in *Schooling and Achievement in American Society*, edited by W.H. Sewell, R.M. Hauser, and D.L. Featherstone, and published by Academic Press, 1975), however, tells a different tale. Using Coleman's own data, Wiley has found that amount of schooling, in fact, accounts for a sizeable proportion of the variance in pupil achievement. Moreover, Coleman, himself, recently has acknowledged that the essential point made in his 1966 research report is not that schooling has no effect on pupil achievement, but rather that schooling has an effect which needs to be studied! For curriculum researchers, then, perhaps one of the key questions is what are the effects of schooling on children when different types of curriculum approaches are used?

SIG Dues and Membership: Creation and Utilization of Curriculum Knowledge

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☐ Include me as a participating member for 1976-1977

Enclosed is payment of $1.00 to cover meeting and newsletter expense.* (Checks should be made out and sent to: Edmund Short, 141 Chambers, College of Education, Pennsylvania State University, University Park, PA 16802).

☐ I do not wish to be included in the membership of this SIG, but please place my name on the mailing list to be kept informed of its activities.

Signed: ______________________

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Date: ______________________

*Payments received prior to April 2, 1976, cover the previous year, 1975-1976.

Payments received after that date will be for the membership year, 1976-1977. All current memberships become renewable on the date of the annual business meeting, this year on April 22.

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NEWSLETTER

# of the

AERA Special Interest Group on

CREATION AND UTILIZATION OF CURRICULUM KNOWLEDGE

Issue No. 9 August, 1976

At the AERA Annual Meeting in San Francisco in April, members of the SIG/Creation and Utilization of Curriculum Knowledge met in a series of informal conversations and at the scheduled business meeting to discuss purposes and procedures of the organization. The result was to reaffirm the professional value of the SIG to its members and to broaden participation in its leadership.

Throughout its existence the SIG has provided educators interested in both the study of curriculum and the use of such study in curriculum development with a forum and a meeting place for their common concerns and has assured a place on AERA program for these interests. Primarily through the efforts of Edmund Short and Donald Chipley of Penn State, it has identified and described published articles related to these interests. Discussions in San Francisco affirmed that these activities should be continued and expanded and that direct participation in them by as many members of the SIG as feasible should be encouraged. Consequently, at the San Francisco meetings a Coordinating Council of SIG members was formally established for these purposes.

Members of the Coordinating Council for 1976-1977 are Edmund C. Short (Pennsylvan State University), Laurel Tanner (Temple University), Daniel Tanner (Rutgers University), William H. Schubert (University of Illinois, Chicago Circle), George Willis (University of Rhode Island), and William F. Pinar (University of Rochester). Specific officers are Willis, chairperson; D. Tanner, program chairperson; Short, treasurer; and Pinar, newsletter editor. In addition to continuing all previous functions of the SIG, the Coordinating Council is currently exploring several new ones. These include the feasibility of several bibliographical projects for the classification of curriculum documents and communications with Division B officers, and with NIE about the advisability of the establishment of a national center for the dissemination of curriculum documents. Perhaps most notably, Laurel Tanner is coordinating investigation of means for identifying and distributing to members of the SIG papers of special professional significance.

Members interested in any activities of the SIG or in proposing new activities ar invited to communicate their interests to the Council.

-- George Willis --

CALL FOR PAPERS

The 1977 AERA Annual Meeting will be held April 4-8 in New York City. Proposals for papers in connection with the AERA Special Interest Group on the Creation and Utilization of Curriculum Knowledge must be received by August 16, 1976. Complete instructions concerning proposals for papers may be found in the May 1976 issue of the Educational Researcher. Proposals for papers should be submitted to:

DR. DANIEL TANNER
GRADUATE SCHOOL OF EDUCATION
RUTGERS UNIVERSITY
NEW BRUSNWICK, N. J. 08903

CENTRALIZING THE CURRICULUM LITERATURE

A Project In Progress

William H. Schubert

On April 22, 1976, William H. Schubert (University of Illinois at Chicago Circle) reported "Phase One" of a research project entitled "The Literature of Curriculum Development: Toward Centralization and Analysis" to the Special Interest Group on the Creation and Utilization of Curriculum Knowledge of AERA in San Francisco. The central purpose of the research venture was to accumulate and centralize citations that portray the heritage of our field and facilitate systematic analysis of contributions to curricular thougnt. The need for the project was quite obvious -- to prevent unnecessary searches that might be characterized as "rediscovering the wheel" in curriculum inquiry. The present ahistorical nature of the field has been acknowledged by many curriculum writers.

Progress to Date

A chronological bibliography of curriculum literature (1900-1976) has been nearly completed. It has been limited to books, yearbooks, monographs, and special issues of journals that treat topics closely related to curricular assumptions and theory, curriculum development prescriptions and descriptions, collections of readings on curriculum, and curriculum considerations that deal with the several sub-fields of educational endeavor. Approximately 800 citations have been collected and organized in decade groupings (alphabetical by year). Further, the citations have been analyzed and categorized relative to the following classifications: (a) tendency toward prescriptive or descriptive treatment; (b) disciplinary orientation; (c) predominant educational subfield emphasis. The classification scheme was considered illustrative of possible analyses, not necessarily exemplary of the most productive analyses. Citations have been (and are currently being) checked against holdings of major libraries, personal collections of curriculum scholars, and bibliographies in curriculum texts.

Initiated and Proposed Inclusions

1. Continuous revision of the current collection of citations.

2. Addition of journal articles, doctoral dissertations, ERIC holdings, and presented papers.

3. Collection of actual documents and books to provide a centralized library.

4. Classification of additional productive categories to enhance further study and analysis.

5. Acquisition of financial support to carry on the project with greater quality.

6. Publication and dissemination of the materials produced.

Questionnaire

In the interest of increased productivity in further centralization and analysis of the curriculum literature your response to the following questionnaire is requested. It is assumed that collaboration among curriculum scholars in this effort will facilitate subsequent priorities and directions taken.

Please indicate the priority that you give to the underlined items in the blank at left, and respond to the open-ended question that follows each. (Indicate highest priority with "1" and continue consecutively for the remainder of the items). It is anticipated that a report on the questionnaire results and action taken on them will be presented at the 1977 SIG meeting at AERA in New York. Thank you for your cooperation.

_____ Make Bibliography and Analyses Available to Curriculum Scholars

Should this be done formally or informally, and through what resource might dissemination be accomplished?

_____ Make Additional Classification Schemes for Purposes of Analysis

What categories and/or methods of analysis do you suggest?

_____ Collect Actual Texts and Documents to Provided a Centralized Library

How might such a library be used and funded?

_____ Add Journal Articles, Doctoral Dissertations, In-House Documents, Non-English Soucces, and ERIC Holdings to the Citation Lists

_____ Funding How might additional efforts to centralize and analyze the curriculum literature be managed and funded?

Many requests for "Phase I" of this research project presented in San Francisco have been made. Currently it is not possible to accommodate all requests because of the size of the document. Suggestions regarding dissemination, as well as other comments, are heartily welcomed. Please mail completed questionnaires to:

William H. Schubert
University of Illinois at Chicago Circle
College of Education Box 4348
Chicago, Illinois 60680

From Edmund Short

A number of our SIG members are not now also members of AERA (they don't have to be). Unless a number of us, however, who have let our AERA membership lapse, renew AERA membership soon, this SIG will be dropped as a SIG of AERA. (A minimum of 30 AERA members is required.) Of course, this prospect can be avoided by enrolling immediately a few additional persons who are AERA members.

At two AERA sessions in April in San Francisco papers were presented under the auspices of the SIG. At session 21.24 on Curriculum Inquiry, Francis P. Hunkins, University of Washington, spoke of a systems perspective on the meaning of the technical in curriculum decision-making, the questions of how. He posed essential decisions concerned with development, implementation, maintenance, and evaluation. He saw the system's view as able to provide the how for Schwab's "polyfocal conspectus" in curriculum deliberation. OISE's Max Van Manen, who is going to Alberta this year, presented an analysis of the language of the practical. Dividing his discussion of the practical into the empirical-analytic, the phenomenological, and the dialectic, he proceeded to explore the theoretical orientations underlying each, the guiding interest of each (control, understanding, praxis), three concepts of the practical, criteria for deliberation in each case, and the implications of each for the associated curriculum models. William H. Schubert, University of Illinois at Chicago Circle, introduced a study of curriculum literature (books since 1900) and indicated an approach to be used in analyzing this literature. Elsewhere in this newsletter is a questionnaire for all interested persons to complete, surveying priorities regarding most needed analyses and best methods for carrying out such analyses.

A team from the University of Hawaii, under the leadership of Arthur R. King, Jr., presented in session 27.10, under joint auspices with Division B, a running account of curriculum development and change from need, to conceptualization, to design, to development, to implementation, to evaluation, to publication and diffusion. The experience and practices found successful in the large-scale development projects carried on by the Curriculum Research and Development Center, University of Hawaii, are as enlightening and encouraging as anything reported in the curriculum development literature.

Any of the presenters of the above papers may be contacted for a copy of the papers. Addresses are available in the AERA Annual Meeting booklet.

The only study pertaining to the creation or utilization of curriculum knowledge to have been funded by the National Institute of Education during fiscal 1975 was completed by Dr. John W. Newfield, University of New Orleans (a member institution of the Louisiana State University), and was reported at AERA in April 1976. Entitled "Information Demands of Curriculum Supervisors", the study's final report, soon to be available from ERIC, is interesting because of what it reports regarding information demands of 80 curriculum supervisors in four sites in the State of Louisiana who participated in simılated information demand sessions regarding decision-making in connection with an aerospace education curriculum. These individuals drew most frequently on direct interpersonal communication with co-workers, although other sources were consulted. Type of sources varied greatly but were generally purposefully chosen. They consisted of information related to the subject area (aerospace education), to the school situation, to the available resources, to student ability, to strengths of present curriculum offerings, and to community views. The report is interesting also because of its thorough discussion of information use and measurement in general and its review of the status of these matters in curriculum development. The report advances the understanding of the study of the utilization of knowledge (and of curriculum knowledge) and presents some stimulating implications for practice and for future investigations of this topic.

We note that the State Research Representatives within ASCD (Association for Supervision and Curriculum Development) have conducted a survey of needed research within the profession. The summary report identifies over forty categories of problem areas needing research. These are grouped in five broad clusters: professional development, evaluation/research, instruction, innovation and change, and management or organization. Those interested in seeing this report of research needs from the field or who wish to assist with conducting research in an area identified in the survey should write Don Chipley, ASCD Research Network Chairperson, 159 Chambers Bldg., Pennsylvania State University, University Park 16802.

SIG Related Studies 1975-1976

Conran, Patricia C. and George A. Beauchamp, "A Causal Model in Curriculum Research: An Aid to Theory Building", Educational Leadership, 32 (March, 1975), 392-397.

Conran, Patricia C. and George A. Beauchamp, "The Scientific-Aesthetic Evaluation Model Interface," Educational Leadership, 33 (October, 1975), 35-30.

Daniels, L. B., "What is the Language of the Practical?" Curriculum Theory Network, 4 (No. 4, 1975) 239-261.

Eisner, Elliot W., "The Perceptive Eye: Toward a Reformation of Curriculum Evaluation", Invited Address, Division B. American Educational Research Association, Washington, D.C., March 31, 1975.

Foshay, Arthur W., "What Have Been the Contributions of Curriculum Research?" in Arthur W. Foshay, Essays on Curriculum. New York: Curriculum and Teaching Department, Teachers College, Columbia University, 1975, pp. 172-185.

Fullan, Michael and Alan Pomfret. Review of Research on Curriculum Implementation. Toronto: Department of Sociology of Education, Ontario Institute for Studies in Education, 1975. 121 pp.

Goodlad, John I. The Dynamics of Educational Change: Toward Responsive Schools. New York: McGraw-Hill, 1975.

Guba, Egon G. and David L. Clark. "The Configural Perspective: A New View of Educational Knowledge Production and Utilization," Educational Researchers, 4 (April, 1975), 6-9.

Huebner, Dwayne. "The Moribund Curriculum Field: Its Wake and Our Work." Invited Address, Division B. American Educational Research Association, San Francisco, April 21, 1976.

Johnson, Mauritz, "Needed Research: Emphasis on the Future," Educational Leadership, 33 (April, 1976), 505-508.

Kelly, Edward F., "Curriculum Evaluation and Literary Criticism: Comments on the Analogy", Curriculum Theory Network, 5 (No. 2, 1975), 87-105.

Kliebard, Herbert M., "The Rise of Scientific Curriculum Making and Its Aftermath," Curriculum Theory Network, 5 (No. 1, 1975), 27-38.

McLaughlin, M. W., "Implementation as Mutual Adaptation: Change in Classroom Organization," Teachers College Record, 77 (February, 1976), 339-351.

Nelson, Margaret and Sam D. Sieber, "Innovations in Urban Secondary Schools," School Review, 84 (February, 1976), 213-237.

Newfield, John W. Information Demands of Curriculum Supervisors: Final Report, Part I. (NIE Project No. G-74-0056) New Orleans: University of New Orleans, September 30, 1975. 129 pp.

Petrie, Hugh G., "Do You See What I See? The Epistemology of Interdisciplinary Inquiry", Educational Researcher, 5 (February, 1976), 9-14.

Pinar, William (editor). Curriculum Theorizing: The Reconceptualists. Berkeley, California: McCutchan Publishing Corporation, 1975.

Pinar, William F. and Madeleine R. Grumet. Toward a Poor Curriculum: An Introduction to the Theory and Practice of Currere. Dubuque, Iowa: Kendall/Hunt Publishing Company, (August) 1976.

Selden, Steven, "Curricular Metaphors: From Scientism to Symbolism," Educational Theory, 25 (Summer, 1975), 243-262.

Stevens, Edward, "Review of C. West Churchman, The Design of Inquiry Systems: Basic Concepts of Systems and Organization. New York: Basic Books, 1971, 288 pp." American Educational Research Journal, 12 (Winter, 1975), 94-96.

Walker, Decker F., "The Curriculum Field in Formation: A Review of the Twenty-Sixth Yearbook of the National Society for the Study of Education," Curriculum Theory Network, 4 (No. 4, 1975), 263-280.

Walker, Decker F., "Straining to Lift Ourselves: A Critique of the Foundations of the Curriculum Field," Curriculum Theory Network, 5 (No. 1, 1975), 3-25.

Wallis, George H., "Curriculum Criticism and Literary Criticism," Journal of Curriculum Studies, 7 (May, 1975), 3-17.

The next newsletter will be out in March 1977. Send items to the newsletter editor:

Professor William F. Pinar
The University of Rochester
College of Education
Department of Curriculum, Teaching, and Supervision
Rochester, New York 14627
Telephone 716-275-3958

SIG Dues and Membership: Creation and Utilization of Curriculum Knowledge

To affiliate with the SIG on "Creation and Utilization of Curriculum Knowledge," fill in the membership blank included in this newsletter and send in your $1.00. The new membership year begins April 22, 1976, and extends until the Annual Meeting in 1977. Membership in AERA is not a prerequisite for SIG membership. Interested graduate students are encouraged to join.

_____ Include me as a participating member for 1976-1977

_____ Enclosed is payment of $1.00 to cover meeting and newsletter expense.* (Checks should be made out and sent to: Edmund Short, 141 Chambers, College of Education, Pennsylvania State University, University Park, Pennsylvania 16802).

_____ I do not wish to be included in the membership of this SIG, but please place my name on the mailing list to be kept informed of its activities.

_____

Signed: ______________________________

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Date: ______________________________

*Payments received prior to April 2, 1976, cover the previous year, 1975-1976.

Payments received after that date will be for the membership year, 1976-1977. All current memberships become renewable on the date of the annual business meeting, this year on April 22.

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NEWSLEET
NEWSLETTER

of the

AERA Special Interest Group on

CREATION AND UTILIZATION OF CURRICULUM KNOWLEDGE

Issue No. 10 March, 1977

At the 1977 Annual Meeting of AERA the S will sponsor two formal sessions: 14.11 (Wednesday, April 6, 12:25-1:55, Trianon Rendezvous, Hilton), "Creation and Utilization of Curriculum Knowledge," a paper presentation session and the formal business meeting of the SIG; and 21.08 (Thursday, April 7, 10:35-12:05, East Ballroom, Hilton), "Sociopolitical Influences on the Curriculum and on Curriculum Research," a symposium. In addition to these two formally scheduled sessions, the Coordinating Committee of the SIG will meet informally with all interested members to discuss future directions and to formulate resolutions and nominate a slate of officers for the coming year for presentation at the business meeting. This informal meeting of the SIG will be Tuesday, April 5, 2:15-3:45, in the Americana, most probably the Malmaison room. (At the time of this writing the Malmaison had been requested but its availability still unconfirmed. Should it be unavailable, the specific place of the meeting will be prominently posted at the entrance to the Malmaison and elsewhere.)

I urge all interested members of the SIG to attend this meeting with the Coordinating Committee. It is where most of the decisions affecting the future of the SIG will actually be made, and we wish to provide a forum in which the ideas and suggestions of all members can be heard. In addition to nominating officers, we must deal specifically with actions taken recently by AERA concerning annual meeting program time for SIGs and requiring SIGs to assess members a minimum annual dues of $2. Beyond these specifics, consideration of future directions for the SIG is urgent. We may continue with our present focus on knowledge about curriculum or broaden it to include more directly concerns about curriculum theory and curriculum policy. My own sense is that there is now a substantial need to establish a network of curriculum scholars and some means of distributing experimental papers and ideas within this network. Also pressing is the need to keep NIE alerted to the desirability of the establishment of a national center or clearinghouse for the identification, classification, and distribution of research on curriculum.

Finally, I am pleased to announce that members of the SIG (either with this Newsletter or under separate cover) are receiving a copy of William Schubert's A Chronology of Curriculum Development Litearture, a bibliography listing all currently identified twentieth century books on curriculum development written in English. This bibliography will remain an invaluable reference work for curriculum researchers for into the future. The SIG could not have made this document available to members under the current dues structure without the help of Professor Schubert and institutional support from the Universities of Rhode Island and Rochester. Nonetheless, this bibliography is the first of what we expect to be a series of selected curriculum documents and papers distributed to SIG members.

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George Willis
Chairperson

In addition to the symposium, our SIG is sponsoring a session of papers on April 6. Professor George A. Beauchamp of Northwestern University will chair this session. The session will include the following papers:

The Effects of Curriculum Organizational Structure on Curriculum Innovation, Dennis G. Kelly, University of Michigan.

Child Development and Curriculum Development: A Case of Conceptual Confusion, Laurel N. Tanner, Temple University

The Naturalistic Metaphor in Curricular History, Steven Selden, University of Pennsylvania

The Literature of Curriculum Development, William H. Schubert, University of Illinois at Chicago Circle

The session of papers will be followed by a short business meeting of our SIG, chaired by Professor George Willis of the University of Rhode Island.

Daniel Tanner
Rutgers University

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Due to actions taken in December by the Association Council of AERA which affect the beginning and ending dates of the membership-year of SIG and the dues structure of SIGs, you receive no request in this newsletter to renew your membership. At the SIG business meeting in New York a new dues structure and membership-year will be set. In late April or in May you will receive this information and a request to renew your membership.

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A meeting of the Coordinating Committee of the SIG and the general membership to discuss business matters and future directions will be held Tuesday, April 5, 2:15-3:45, in the Americana (tentatively scheduled for the Malmaison room). All members are invited to attend ✓

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S.I.G. member Professor E. L. Simpson announces publication of her Humanistic Education: An Interpretation. Cambridge, Massachusetts: Ballinger, 1976.

Future newsletter items to the editor:

William F. Pinar
University of Rochester
College of Education
Rochester, New York 14627

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NEWSLETTER

Issue No. 10

(Addendum)

Professor Tanner wishes to call special attention to AERA meeting session 21.08 Sociopolitical Influences on the Curriculum and on Curriculum Research. Professor Tanner will chair. Participants include Harry Broudy, Amatai Etzioni, Arthur Foshay, Gordon MacKenzie, and James McClellan.

Among issues to be discussed include the following:

1) influence of social policy on curriculum development

2) bias in curriculum research

3) the myth of objectivity in curriculum research

William Pinar
Newsletter Editor

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AERA SPECIAL INTEREST GROUP:

"CREATION AND UTILIZATION OF CURRICULUM KNOWLEDGE"

AERA has recently required SIG's to establish dues of at least $2.00. The decision of the Council of the SIG on "Creation and Utilization of Curriculum Knowledge" last year was to raise the dues to $3.00 per year and to increase services during this coming year.

During the 1977-78 year, members will receive several issues of the Newsletter and a bibliography, William Schubert's A Chronology of Curriculum Development Literature, a 30-page listing of twentieth century books in English on Curriculum Development. It is also expected that other papers by members will be made available to the membership during the year. Dues also go toward payment to AERA for Annual Meeting program space.

Membership for 1977-78 will be valid upon payment of $3.00 to SIG Secretary-Treasurer:

Edmund C. Short
141 Chambers Building
College of Education
The Pennsylvania State University
University Park, Pennsylvania 16802

_______ Enclosed is $3.00

_______ Graduate Student

_______ Send me further information on activities of the SIG

_______ AERA Member

Signed: ______________________

Address: ______________________

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List Your Interests in SIG:

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Send membership information to:

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State Your Position:

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NEWLETTER

# of the

SIG on THE CREATION AND UTILIZATION OF

CURRICULUM KNOWLEDGE

Editors: William Pinar, University of Rochester
George Posner, Cornell University
William Schubert, University of Illinois - Chicago Circle

Issue No. 11 August 1977

Note: For those who keep back issues of the SIG Newsletter, it should be noted that both the March, 1975, issue and the March, 1976, issue were numbered, issue No. 8. (sorry about that.)

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SIG Members this year have received two papers since the AERA meeting in New York City in April:

1. William Schubert's A Chronology of Curriculum Development Literature, 1977.
2. Overview of the Documentation and Technical Assistance in Urban Schools Project, 1977.

Other papers worthy of nomination for SIG distribution should be brought to the attention of George Willis, SIG Chairman.

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Laurel Tanner, O.L. Davis, Jr., and Arno Bellack have been chosen as planners for a new scholarly group concerned with curriculum history which will meet prior to AERA each year. The group is not related to AERA, however. Scholars writing curriculum history should contact one of the above listed persons about membership.

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Persons wishing to join the SIG for 1977-78 should send $3.00 membership fee to Edmund C. Short, 141 Chambers, University Park, PA. 16802.

* * * * * * * * * *

Fifteen 1976-77 SIG members participated in or gave presentations at the 1977 AERA meeting this year in New York City. Ten others from the 1977-78 list were also participants. The first group included George A. Beauchamp, O. L. Davis, Jr., Carole Hahn, David E. Kapel, Marcella L. Kysilka, Gordon Mackenzie, John D. McNeil, John Newfield, A. Harry Passow, William Pinar, Louis J. Rubin, William H. Schubert, Daniel Tanner, Laurel N. Tanner, and George Willis. The second group includes Margaret Fleming, Jack Frymier, Mauritz Johnson, Bruce Joyce, Murry R. Nelson, Gerald Ponder, Alan Rudnitsky, Louise L. Tyler, Ralph Tyler, and Robert Wise. (Apologies if we've overlooked someone.)

Louis J. Rubin served as Program Chairman of Division B. Decker Walker has concluded a two year term as Vice-President, Division B. and has been succeeded by Louise Tyler. Joel Weiss has joined Louis Rubin as co-chairman for 1977-78.

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We are pleased to recognize these SIG Members for their contributions to the 1977 AERA Program. If you are not familiar with the work of these individuals, you will find their work deserves your attention.

The SIG sponsored two sessions at the 1977 AERA meeting: Abstracts of the sessions* are presented for your information.

Session 14.11 Paper Presentation and Business Meeting

The Effects of Organizational Structure on Curriculum Innovation, DEENIS G. KEELEY, University of Michigan.

The purpose of this project was to study the relationship of certain organizational variables (standardization, formalization and centralization) to curriculum innovation. It was hypothesized that increasing the formalization of curriculum guidelines and the standardization of curriculum procedures would lead to a decrease in role ambiguity and thus to higher levels of curriculum innovation. The study focused on 30 high schools in the metropolitan Detroit area. Approximately 600 teachers and 30 principals were surveyed. The results indicate that formalization and standardization are significantly related to higher levels of curriculum innovation.

Child Development and Curriculum Development: A Case of Conceptual Confusion, LAUREL N. TANNER, Temple Univessity.

Child development and curriculum development are often confused, causing theoretical and practical problems for educators. Although curriculum theorists point out that theories of child development do not substitute for curriculum theories, the problem of conceptual confusion has been given little attention. This inquiry was focused on the historical development and recent effects of the conceptual confusion. The problem was found to be rooted in the work of G. Stanley Hall, who argued that curriculum content could be determined from the data of child development. A recent reflection of the problem is attempts by schools to apply developmental psychological theories as curriculum theories.

The Naturalistic Metaphor in Curriculum History: A Consideration of Eugenics and Emerging Curriculum Theory: 1860-1929, STEVEN SELDEN, University of Pennsylvania.

During the first three decades of this century, the eugenics movement flourished in America. The initial work done by Galton and Pearson in England led many American educationists and curriculum workers to become spokesmen for this pseudo-science. Among those supporting race betterment through eugenics were E. L. Thorndike, Franklin Bobbitt, G. E. Hall, and David Starr Jordan. The nineteenth century roots of eugenics, and its twentieth century permutations in relation to the emerging curriculum field are considered in this paper.

The Literature of Curriculum Development: Toward Centralization and Analysis (Phase II). WILLIAM H. SCHUBERT, University of Illinois at Chicago Circle.

This study is a continuation of the study by the same title presented at the 1976 SIG on the "Creation and Utilization of Curriculum Knowledge." "Phase II" research includes refinement and augmentation of the original bibliography and analyses. It also included progress reports, based on a polling of the SIG membership, in the following areas: priorities and directionalities in subsequent stages of the research; additional analytic categorizations; accumulation of journal articles, theses, and other documents; dissemination; actual collection of documents; funding; and uses of the centralized sources in the development of curricular policy.

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*From 1977 AERA Annual Meeting Abstracts of Papers and Symposia. Washington, D.C.: AERA, 1977.

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Session 21.08 Sociopolitical Influences

This symposium focused on assessing the influences of sociopolitical forces on curriculum development and on curriculum research and evaluation. The participants were Harry S. Broudy, University of Illinois at Urbana-Champaign, Amatai Etzioni, Columbia University, Arthur W. Forshay, Columbia University, Gordon H. MacKenzie, Columbia University, James E. McClellan, State University of New York at Albany, and Daniel Tanner, Rutgers University.

The implications of various nationalizing influences on educational policy and research were assessed in terms of Gunnar Myrdal's thesis that social scientists tend to aim opportunistically for conclusions that for prejudices (even in their use of computers), and that social scientists suffer from an irrational taboo against discussing their tendency to ignore the sources and influences of bias in social research. In this connection, members of the symposium discussed Myrdal's criticisms regarding the tendency of social scientists (1) to mask their valuations by treating empirical data as though there are no a priori elements in scientific research; (2) to move as a flock and to follow the path of least resistance in building their reputations by seeking negativistic findings; and (3) to present their research as though it was scientifically neutral and independent of the culture, social, economic, and political milieu - and independent of the researcher's own personality.

Interpretations were made of the conflicting data on knowledge eclosion and synthesis in curriculum design. The issue of knowledge specialization and disciplinarity versus interdisciplinary approaches and social problem-focused studies in school and college was examined in the light of curriculum research. Also treated was the conflicting empirical data and conclusions emerging from research patterned according to segmental as opposed to aggregate curricular and educational models.

The symposium participatnts discussed the implications for educational research of Myrdal's dictum that "value premises should be selected by the criterion of relevance and significance to the culture under study." Specific nationalizing influences were analysed in the light of specific research studies. The way in which the shape, direction, design, and findings of social science research are influenced by sociopolitical forces and funding were examined.

In addition to the two SIG - sponsored several other sessions highly related to the SIG's interests. Of particular interest was session 26.01.

William H. Schubert Chaired the session entitled "Priorities in Curriculum Scholarship: Toward Separatism or Synergy." Decker F. Walker spoke of the need for research into curriculum policy frameworks and the development and realigation of curriculum plans. He asked to be studied: what pupils do when they are engaged in interacting with the curriculum and what consequences follows. A variety of methodologies are required for these tasks.

Mauritz Johnson analyzed the concepts in the symposium title and contrasted legitimate theoretical scholarship with the attempt made by some to promote a political ideology under the guise of scholarship.

William Pinar spoke against insistence on conceptual agreement in the field, referring to it as a politically repressive process. He advocated being open to other views, and to making a new synthesis in each scholar's thought. The condition of one's own curriculum thought is more important than labeling, categorizing, judging other's work.

Mike Apple elucidated the implications from research on the distribution and control of school knowledge as embedded in the decisions of curriculum policy-makers. The perpetuation of certain ideologies and class regularities is seen at the heart of the controlling political acts carried on by these policy makers. Apple showed how the tools of critical theory by sociologists of knowledge can be applied to link the process of cultural distribution in schools to power and control outside them.

Maurice Eash took as empirically given the fact that curriculum and instruction have not and will not change from within in their assumptions, practice, or effect, but that it is external context and forces that have changed and will change. Satisfactory response to these external forces has not occurred and is most needed. Eash highlighted family make-up and television and called for development of materials for parents and visual media education.

Two curriculum theory conferences have been announced for 77-78.

Richard Hawthorne announces the Sixth Annual Curriculum Theory Conference on the campus of Kent State University, November 10 - 13, 1977:

"The intent of the conference is to share and examine alternative paradigms, language, consequences and meanings of curriculum.

"The format will include 3 - 5 major presentations with reactions of both a formal and informal nature, a roundatable interview-discussion with all of the major speakers, and 3 - 4 sessions of small group paper presentations with about 8 - 10 different papers per session.

"Presenters of major addresses will include Mike Apple, Jim Macdonald, and Decker Walker. Their topics will be announced in a flyer to be sent this summer.

Please send papers, questons, recommendations -- to

Richard D. Hawthorne
Department of Curriculum & Instruction
407 White Hall
Kent State University
Kent, Ohio 44242
Telephone: (216) 672-7977"

Ronald E. Padgham announces a curriculum theory conference at Rochester Institute of Technology (R.I.T.) May 11 - 13, 1978. Speakers include Maxine Greene, Michael Apple, William Pinar, George Posner, George Willis, Barry Franklin, José Rosario, Francine Shuchat-Shaw, Janet Louise Miller, Ira Marc Weingarten, Max van Manen, Leonard Burk, Leonard Waks, Madeleine R. Grumet, Barbara Benham, Florence Krall, Robert Bullough, James B. Macdonald, and others. For further contact Professor Padgham, College of Fine and Applied Arts, R.I.T., Rochester, New York 14623, (716)442-5337.

At the last SIG business meeting the group decided to use the newsletter for sharing information about each other's research, thus establishing informal networks of scholars.

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Therefore, would you kindly use the space below to write a brief paragraph or two (limit: 150 words) regarding your current research and theoretical work in the field of curriculum. Then list doctoral dissertations which you are currently supervising. The focus of these two pieces of information is on current work, which is either being planned or is already underway. Don't hesitate to include work which is still just an idea in your (or your student's) head or which is only in the proposal stages. We will use the newsletter to disseminate this information to one of the editors of this newsletter.

TOWARD A GENEALOGY OF SCHOLARS IN THE CURRICULUM FIELD

The current awakening of interest in the history of the curriculum field has inspired bibilographical studies, analysis of historical documents, attempts to write histories of various segments of the field's theoretical and practical efforts, and numerous other endeavors that fall under the rubric of curriculum history. Based on our own discussions and those with other persons in the field, we have decided that it would be of interest to provide information regarding connections among scholars in the field, particularly doctoral advisor/advisee relationships. Such a portrayal, a family tree of curriculum scholars, could provide helpful insight on the evolution of ideas in curriculum. Therefore, we request your assistance in this project, if you would be so kind as to respond to the following:

Your Name ____________________ Institution ____________________

Your Doctoral Advisor* ____________________

Institution Granting Your Degree ____________________ Date of Degree __________

Your Advisor's Advisor** ____________________

Institution Granting His/Her Degree ____________________ Date of Degree __________

Your Advisor's Advisor's Advisor ____________________

Institution Granting His/Her Degree ____________________ Date of Degree __________

Your Advisees of Current or Projected Prominence in the field***	Institution and Date of Doctorate	Advisee's Current Institution

*Your "advisor" is defined as the person who supervised your doctoral studies or the person at that institution with principal influence on your studies. If more than one person had principal influence please feel free to indicate more than one name.

**If you have knowledge of earlier advisor relationships, please so indicate.

***Additional advisees may be listed on the reverse of this form.

Thank you very much for your cooperation in this endeavor. Information concerning the results of the questionnaire will be made available to you. It is hoped that interesting lines of evolution relative to the chains of persons and ideas in our field will emerge from this study.

Please send completed questionnaire forms to either of the following persons:

Dr. William H. Schubert University of Illinois at Chicago Circle College of Education Box 4348 Chicago, Illinois 60680	Dr. George Posner 111 Stone Hall Cornell University Ithaca, New York 14853

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The SIG is currently in the process of organizing a number of sub-groups to work on projects of interest and concern to our members. The specific focus of each sub-group and the exact nature of the project to be undertaken will be determined by the members of the sub-group themselves. Membership is informal, and SIG members wishing to participate in the work of any of the sub-groups briefly described below should communicate their interests or ideas directly to the coordinators.

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Sub-group 2: Development of channels of intercommunication among SIG members, particularly about research and other activities of members.
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Coordinator: Tom Rusk Vickery, 111 Berkeley Drive, Syracuse, New York 13210.

Sub-group 4: Improvement of the classificatory system for literature and materials in curriculum, particularly the current descriptors used in retrieval systems.
Coordinator: Pauline M. Rothstein, ERIC Clearinghouse on Urban Education, Bos 40, Teachers College, Columbia University, New York, New York 10027.

Sub-group 5: Use of the SIG as national archivist and clearinghouse for all papers and research in curriculum inquiry.
Coordinator: Edmund C. Short, 141 Chambers Building, College of Education, Pennsylvania State University, University Park, PA 16802.

* * * * * * * * * * *

At the AERA Annual Meeting in New York much discussion centered on the present name and statement of purpose of the SIG. Members of the SIG do, in fact, seem to share common (although rather far-reaching) concerns about curriculum development, research, and scholarship. The question is whether a different name and statement of purpose would better serve the SIG.

Any member wishing to suggest a new name and statement of purpose for the SIG may do so by sending the proposed name, statement, and a 100 - 200 word rationale to: George Willis, Department of Education, University of Rhode Island, Kingston, RI 02881. Should several plausible alternatives be suggested, a referendum of the entire SIG will be conducted during the coming year.

The present name, statement of purpose, and supporting rationale are as follows.

Name: Creation and Utilization of Curriculum Knowledge.
Purpose: To focus on the study of the creation and utilization of curriculum knowledge, the need for such knowledge, and the methodologies for its generation.
Rationale: This focus: (1) recognizes the limited potential of studies directed at theory-building in the curriculum field and encourages a wide range of research and inquiry; (2) stresses the importance of both directing studies toward practical aspects and problems of the field and identifying from practice those aspects and problems about which the creation of valid and trustworthy knowledge is most needed; (3) encourages the examination of the process of knowledge creation and utilization in curriculum while still adopting an all-encompassing conceptualization of research in curriculum that enables those who wish to advance the frontiers of the field to be included within the dialogue established among SIG members without feeling compelled to subscribe to a restricting paradigm for research; (4) is necessarily not as broad as the scope of attention of Division B of AERA; and (5) enables curriculum scholars who wish to be particularly self-conscious about the legitimacy and the quality of their work to share in studies and discussions that will mutually enhance the epistemic and utilitarian character of research productivity within the curriculum field.

* * * * * * * * *

A SAMPLING OF SIG RELATED STUDIES PUBLISHED 1976-1977

Apple, Michael W., "Curriculum as Ideological Selection," COMPARATIVE EDUCATION REVIEW, 20(June, 1976), 209-215.

Apple, Michael W., "Rationality as Ideology," EDUCATIONAL THEORY, 26(Winter, 1976), 121-131.

Brown, Stephen I., "Discovery and Teaching a Body of Knowledte," CURRICULUM THEORY NETWORK. 5(No. 3, 1976), 191-218.

Clark, David L. and Egon G. Guba, AN INSTITUTIONAL SELF-REPORT ON KNOWLEDGE PRODUCTION AND UTILIZATION ACTIVITIES IN SCHOOLS, COLLEGES, AND DEPARTMENTS OF EDUCATION. Bloomington, Indiana: Occasional Paper Series, Research on Institutions of Teacher Education, October, 1976.

Czajkowski, Theodore J. and Jerry L. Patterson, "To Foster Kinship Among Curriculum Workers," EDUCATIONAL LEADERSHIP, 34(April, 1977), 536-539.

Davis, O. L., Jr. (Ed.), PERSPECTIVES ON CURRICULUM DEVELOPMENT: 1776-1976. Washington, D.C.: Association for Supervision and Curriculum Development, 1976.

Doyle, Walter and Gerald Ponder, "The Ethic of Practicality and Curriculum Implementation: A Theoretical Framework." Paper given at Milwaukee Curriculum Theory Conference, November 12, 1976.

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Eisner, Elliot W., "On the Uses of Educational Connoisseurship and Criticism for Evaluating Classroom Life," TEACHERS COLLEGE RECORD, 78(February, 1977), 345-358.

Franklin, Barry M., "Technological Models and the Curriculum Field," THE EDUCATIONAL FORUM, 40(March, 1976), 303-312.

Glaser, Robert, "Components of a Psychology of Instruction: Toward a Science of Design," REVIEW OF EDUCATIONAL RESEARCH, 46(Winter, 1976), 1-24.

Harnischfeger, Annegret and David E. Wiley, "The Teaching-Learning Process in Elementary Schools: A Synoptic View," CURRICULUM INQUIRY, 6(No. 1, 1976), 5-43. (Three related articles follows)

Hosford, Philip L., "Curriculum Inquiry: Toward What End?" EDUCATIONAL LEADERSHIP, 33(April, 1976), 483-486.

Huebner, Dwayne, "The Moribund Curriculum Field: Its Wake and Our Work," CURRICULUM INQUIRY, 6(No. 2, 1976), 153-176.

Johnson, Mauritz, "Needed Research: Emphasis on the Future," EDUCATIONAL LEADERSHIP, 33(April, 1976), 505-508.

Leithwood, Kenneth A., John S. Clipsham, Florences Maynes, and Robert P. Baxter, "Curriculum Change at the System Level: A Four Year Mathematics Project," CURRICULUM THEORY NETWORK, 5(No. 3, 1976), 219-245.

Martin, Jane R., "What Should We Do With a Hidden Curriculum When We Find One?" CURRICULUM INQUIRY, 6(No. 2, 1976), 135-151.

Nash, Nicholas and Jack Culbertson (Eds.), LINKING PROCESSES AND THE IMPROVEMENT OF EDUCATION. Columbus: University Council on Educational Administration, 1977.

Newfield, John W., "What Are the Information Demands of Curriculum Supervisors?" EDUCATIONAL LEADERSHIP, 34(March, 1977), 453-457.

Pinar, William F. and Madeleine R. Grumet. TOWARD A POOR CURRICULUM, Dubuque, Iowa: Kendall/Hunt, 1976.

Posner, George J. and Kenneth A. Strike, "A Categorization Scheme for Principles of Sequencing Content," REVIEW OF EDUCATIONAL RESEARCH, 46(Fall, 1976), 665-690.

Rossi, Peter H., "Assessing Organizational Capacity for Educational R & D in an Academic Institution," EDUCATIONAL RESEARCHER, 5(April, 1976), 3-10.

Schaffarzick, Jon, "How Can We Know What is Best? Procedural Alternatives in Curriculum Development," EDUCATIONAL LEADERSHIP, 33(May, 1976), 571-576.

Short, Edmund C. (Ed.), PROCEDDINGS OF SESSION 15.18, DIVISION B COMMEMORATIVE ASSEMBLY AND INVITED ADDRESS: WHERE HAVE WE BEEN AND WHERE ARE WE GOING? Annual Meeting, American Educational Research Association, April 21, 1976. 51. pp. (ED 135 786)

Short, Edmund C. and Thomas J. Jennings, Jr., "Multidisciplinary: An Alternative Approach to Curriculum Thought," EDUCATIONAL LEADERSHIP, 33(May, 1976), 590-594.

Sieber, Sam D., "The Organizational Dilemma of Educational Change Models: Toward a Solution," INTERCHANGE, 7(No. 2, 1976-77), 39-49.

Sieber, Sam D., "The Organizational Dilemma of Educational Change Models: Toward a Solution,) INTERCHANGE, 7(No. 2, 1976-77), 39-49.

Siegel, Judith E., "Task No. 1: Writing 'Practical' Curriculum," EDUCATIONAL LEADERSHIP, 34(April, 1977), 540-544).

Tyler, Ralph W. (Ed.), PROSPECTS FOR RESEARCH AND DEVELOPMENT IN EDUCATION. Berkeley: McCutchan Publishing Co., 1976.

van Manen, Max J., "Linking Ways of Knowing with Ways of Being Practical," CURRICULUM INQUIRY, 6(No. 3, 1977), 205-228.

Wise, Robert I., "The Use of Objectives in Curriculum Planning," CURRICULUM THEORY NETWORK, 5(No. 4, 1976), 280-289.

Zahorik, John A., "A Task for Curriculum Research," EDUCATIONAL LEADERSHIP, 33(April, 1976), 487-489.

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SIG MEMBERSHIP - July, 1977

(Please let Professor Pinar, of the University of Rochester, know if you changed address)

Arthur Adkins	University of Maryland
Vernon E. Anderson	Carmel, California
George A. Beauchamp	Northwestern University
B. J. Benham	Texas Tech University
Rober V. Bennett	Memphis State University
Louise M. Berman	University of Maryland
Amy Frances Brown	Nashville, Tennessee
Joel L. Burdin	Am. Asso. of Col. for Tea. Ed.
Dennis C. Buss	East Windsor, New Jersey
Rolland Callaway	University of Wisconsin-Milwaukee
Douglas C. Campbell	Seneca College of AA & T
G. H. Cannon	University of British Columbia
Chester D. Carlow	Ontario Institute for Studies in Education
Gordon L. Cawelti	Association for Supervision & Curriculum Development
Donald Chipley	Virginia State College - Petersburg
F. Michael Connelly	Ontario Institute for studies in Education
Arthur L. Costa	California State University
David P. Crandall	NETWORK - Merrimac, Massachusetts
Thomas E. Curtis	SUNY at Albany
O. L. Davis, Jr.	University of Texas
Basil S. Deming	University of Maryland at Baltimore
Duane H. Dillman	Drew Post Grad. Medical School - Los Angeles
Russell Dobson	Oklahoma State University
Harold D. Drummond	University of New Mexico
Victor L. Dupuis	Pennsylvania State University
Paul H. Elliott	University Park, Maryland
Curtis R. Finch	VA. Polytechnic Inst. & State University
Jean C. Finnerty	Seton Hall University
Margaret Fleming	Brecksville, Ohio
Angela Fraley	New York, New York
Jack R. Frymier	Ohio State University
John I. Goodlad	University of California - Los Angeles
Ruth H. Grossman	The City College of New York.

Carole L. Hahn	Emory University
Paul R. Hanna	Stanford, California
Earl W. Harmer	University of Utah
Helen E. Hays	Toronto, Ontario, CANADA
Naomi Hersom	University of British Columbia
Louise E. Hock	New York University
William E. Hoffman	The College of Wooster
Todd Hoover	Southern Oregon State College
Arthur Hoppe	Norther Illinois University
Andrew S. Hughes	Atlantic Institute of Education
Francis P. Hunkins	University of Washington
Harry M. Hutson, Jr.	Bloomington, Indiana
James J. Jelinek	Arizona State University
Mauritz Johnson	SUNY at Albany
Bruce R. Joyce	Stanford University
David E. Kapel	University of Nebraska at Omaha
Henry S. Kepner, Jr.	University of Wisconsin - Milwaukee
Shake Ketefian	New York, New York
Richard D. Kimpston	University of Minnesota
Marcella L. Kysilka	Florida Technological University
Victor B. Lawhead	Ball State University
Arthur J. Lewis	University of Florida
Robert M. McClure	National Education
Lawrence N. McCullough	University of Massachusetts
Dorothy McCuskey	Western Michigan University
Gail McCutcheon	University of Virginia
James H. McElhinney	Ball State University
Wm. Lynn McKinney	University of Rhode Island
John M. Mickelson	Temple University
Yvonne B. Miller	Norfolk State College
Murray Nelson	Pennsylvania State University
John Newfield	Louisiana State University at New Orleans
Nel Noddings	Los Altos, California
Antoinette A. Oberg	University of Victoria
James O'Hanlon	University of Nebraska
Norman V. Overly	Indiana University
A. Harry Passow	Teachers College, Columbia University
Isobel L. Pfeiffer	University of Akron
Dennis A. Pickering	Pittsburg State University
Walter D. Pierce	Illinois State University
A. L. Pines	Cornell University
Gerald Ponder	North Texas State University
George J. Posner	Cornell University
Vincent Presno	Wright State University
Jerry Reece	New Mexico State University
Peggy M. Riethmiller	Michigan State University
S. D. Robinson	University of Saskatchewan
Louis J. Rubin	University of Illinois
Alan N. Rudnitsky	Smith College
Galen Saylor	Lincoln, Nebraska
William H. Schubert	Univ. of Illinois at Chicago Circle
Peter Seidman	Bloomington, Indiana
Edmund C. Short	Pennsylvania State University
B. Othanel Smith	Clearwater, Florida
E. Brooks Smith	Wayne State University
Charles A. Speiker	Assoc. for Superv. & Curr. Development
Bernard Spodek	Universtty of Illinois
George W. Stansbury	Georgia State University

Lorne D. Stewart	University of Alberta
A. W. Sturges	University of Missouri
Daniel Tanner	Rutgers University
Laurel N. Tanner	Temple University
Bob L. Taylor	University of Colorado
James H. Thompson	Ohio University
Jay C. Thompson	Ball State University
Henry J. Triezenberg	Grand Rapids, Michigan
Louise L. Tyler	University of California - Los Angeles
Ralph W. Tyler	Foster City, California
Max van Manen	University of Alberta
Tom C. Venable	Indiana State University
Jim Duval Venne	University of Wisconsin - Milwaukee
Tom R. Vickery	Syracuse University
John A. Voth	University of Missouri
David Wasserman	School District of Philadelphia
David C. Williams	SUNY at Albany
George Willis	University of Rhode Island
Herbert B. Wilson	Tucson, Arizona
Robert I. Wise	National Institute of Education
Vivian C. Wolf-Wilets	University of Washington
Fred H. Wood	Pennsylvania State University
Nancy Wyner	Wheelock College
Jean H. Young	University of Alberta
Esther Zaret	Virginia Commonwealth University
Dorothy Huenecke	Georgia State University

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AERA SPECIAL INTEREST GROUP:

"CREATION AND UTILIZATION OF CURRICULUM KNOWLEDGE"

AERA has recently required SIG's to establish dues of at least $2.00. The decision of the Council of the SIG on "Creation and Utilization of Curriculum Knowledge" last year was to raise the dues to $3.00 per year and to increase services during this coming year.

During the 1977-78 year, members will receive several issues of the Newsletter add a bibliography, William Schubert's A Chronology of Curriculum Development Literature, a 30-page listing of twentieth century books in English on Curriculum Development. It is also expected that other popess by members will be made available to the membership during the year. Dues also go toward payment to AERA for Annual Meeting program space.

Membership for 1977-78 will be valid upon payment of $3.00 to SIG Secretary-Treasurer:

Edmund C. Short
141 Chambers Building
College of Education
The Pennsylvania State University
University Park, Pennsylvania 16802

_____ Enclosed is $3.00

_____ Graduate Student

_____ Send me furth4r information on activities of the SIG

_____ AERA Member

Signed: _______________________

Address: _______________________

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List Your Interests in SIG:

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State Your Position:

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Send membership information to:

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Date: _______________________

ADDITIONAL INFORMATION RECEIVED AFTER INITIAL TYPING

Educational Labs and R & D Centers for National Institute of Education. EDUCATION DISSEMINATION AND LINKING AGENT SOURCEBOOK. San Francisco: Far West Lab, 1976.

Paul, Douglas A. "Change Processes at the Elementary, Secondary, and Post-Secondary Levels of Education," in Nicholas Nash and Jack Culbertson (eds.), LINKING PROCESSES IN EDUCATIONAL IMPROVEMENT: CONCEPTS AND APPLICATIONS. Columbus, Ohio: University Council for Educational Administration, 1977. pp. 7-73.

Culbertson, Jack. "Linking Agents and the Sources and Uses of Knowledge," in Nicholas Nash and Jack Culbertson (eds.), LINKING PROCESSES IN EDUCATIONAL IMPROVEMENT: CONCEPTS AND APPLICATIONS. Columbus, Ohio: University Council for Educational Administration, 1977. pp. 74-117.

Lieberman, Ann. "Linking Processes in Educational Change," in Nicholas Nash and Jack Culbertson (eds.), LINKING PROCESSES IN EDUCATIONAL IMPROVEMENT: CONCEPTS AND APPLICATIONS. Columbus, Ohio: University Council for Educational Administration, 1977. pp. 149-188.

Crandall, David P. "Training and Supporting Linking Agents," in Nicholas Nash and Jack Culbertson (eds.), LINKING PROCESSES IN EDUCATIONAL IMPROVEMENT: CONCEPTS AND APPLICATIONS, Columbus, Ohio: University Council for Educational Administration, 1977. pp. 189-274.

Culbertson, Jack. "A Nationwide Training System for Linking Agents in Education," in Nicholas Nash and Jack Culbertson (eds.), LINKING PROCESSES IN EDUCATIONAL IMPROVEMENT: CONCEPTS AND APPLICATIONS. Columbus, Ohio: University Council for Educational Administration, 1977. pp. 275-316.

Fullan, Michael and Alan Pomfret. "Research on Curriculum and Instruction Implementation," REVIEW OF EDUCATIONAL RESEARCH, 47 (Sprigg, 1977), pp. 335-397.

Strike, Kenneth A. and George J. Posner. "Epistemological Perspectives on Conceptions of Curriculum Organization and Learning," in Lee S. Shulman (ed.), REVIEW OF RESEARCH IN EDUCATION, 4:1976. Itasca, Illinois: F. E. Peacock Publishers, Inc., 1977. pp. 106-141.

Walker, Decker F. "Toward Comprehension of Curricular Realities," in Lee S. Shulman (ed.), REVIEW OF RESEARCH IN EDUCATION, 4:1976. Itasca, Illinois: F. E. Peacock Publishers, Inc., 1977. pp. 268-308.

The SIG is currently in the process of organizing a number of sub-groups to work on projects of interest and concern to our members. The specific focus of each sub-group and the exact nature of the project to be undertaken will be determined by the members of the sub-group themselves. Membership is informal, and SIG members wishing to participate in the work of any of the sub-groups briefly described below should communicate their interests or ideas directly to the coordinators.

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Coordinator: Edmund C. Short, 141 Chambers Building, College of Education, Pennsylvania state University, University Park, PA 16802.

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SIG members who have written papers on curriculum inquiry and/or knowledge utilization in curriculum and who wish to share their papers with others in the SIG may obtain SIG membership mailing labels from the secretary-treasurer at no cost. (Limit of one set of labels during the year.)

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NEWSLETTER
# of the
SIG on THE CREATION AND UTILIZATION OF CURRICULUM KNOWLEDGE

Editors: William Pinar, University of Rochester
George Posner, Cornell University
William Schubert, University of Illinois-Chicago Circle

Issue No. 12 March 1978

At this year's AERA annual meeting in Toronto, the SIG will sponsor only one session: a symposium (22.07) on Thursday morning, March 30 in Theatre 1, Lower Level of the Sheraton. The title of the session is "What the Curriculum Field Needs to Learn from Its History." Daniel Tanner will chair the session and serve as the critic. Participants include Ralph Tyler, Philip Jackson, Arthur Wirth and Leonard Berk. Following the symposium there will be a short business meeting chaired by George Willis.

Other AERA sessions of interest to members of the SIG include:

4.01 Curriculum. The State of the Art.

17.09 Conceptualizing Curriculum Theory.

19.02 Language and Curriculum.

26.21 Curriculum and Students: The Annehurst Curriculum Classification System

31.18 Case Studies in Science Education: An NSF National Review

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In the last newsletter we asked for information about your current research so that we might share it with others, thus establishing informal networks of scholars. Four members of the SIG responded. What follows is their description of their work.

ROBERT NICODEMUS, The Open University, Great Britain. "Comparison of new curriculum projects in Britain and USA -- influences of cultural differences on similar areas and the influences of dissimilar disciplines on the content and activities of projects. To consider if the stereotypes of different disciplines (e.g., humanities stress affective objectives, sciences stress cognitive) are justified. To compare the influence of social change and institutions on the dissemination of new projects and how their differences may affect their uptake in Britain and the USA."

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GAIL McCUTCHEON, University of Virginia. "How teachers plan their courses. With four doctoral students, I will observe intensively in 20 elementary school classrooms and interview the teachers. We will write ethnographic portrayals of the teachers' planning practices, the resultant teaching occurring and evidence of its planning and discuss the strengths and weakness of various styles of planning we find. Follow-up in-service work may be planned if our findings warrant it."

NORMAN V. OVERLY, Indiana University. "Extending the work begun by David L. Silvermail for his dissertation on "The Design of a Future World Perspective Value Scale for Teachers." Using and refining the instrument with populations throughout the U.S. and in other countries. Especially collecting base line data on preservice teachers and experienced teachers in England, Nigeria, Hong Kong and the U.S. for a Transcultural Teacher Education Project on developing global perspectives."

KATE STRICKLAND, University of Texas at San Antonio. "An historical review of curriculum research, 1918-1975. The purpose of this study was to review curriculum research published between 1918 and 1975, and to derive appropriate generalizations. Research on curriculum goals, designs, the curriculum planning process, and evaluation was included. Over two hundred studies involving general curriculum research were examined and evaluated, and six sets of generalizations were derived from the studies. The generalizations revolved around the functions and purposes of American education, the core curriculum, legislation involving the curriculum, the elementary course of study, the middle school and junior high school, and the high school program of studies."

We intend to use future issues of this newsletter to continue this sharing of interests. Therefore, we encourage you to send us a paragraph or two (limit: 150 words) regarding your current research and theoretical work in the field of curriculum.

You may send this information to Professor George Posner, 111 Stone Hall, Cornell,University, Ithaca, New York 14853.

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Coordinator: Pauline M. Rothstein, ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027.

Sub-group 5: Use of the SIG as national archivist and clearinghouse for all papers and research in curriculum inquiry.

Coordinator: Edmund C. Short, 141 Chambers Building, College of Education, Pennsylvania State University, University Park, PA 16802.

Thanks are extended by William Schubert to volunteers for subgroup 1, particularly to Vernon E. Anderson for his help.

George Posner and William Schubert wish to thank members who responded to the questionnaire entitled "Toward a Genealogy of Scholars in the Curriculum Field" which was included in the August 1977 Newsletter. Questionnaires were also sent to the members of the Professors of Curriculum group. More than one hundred responses have been returned. Members will be notified about results in a subsequent Newsletter. Again, many thanks!

Special thanks to Edmund Short, William Pinar and George Willis for the important roles they played in helping to distribute William Schubert's A Chronology of Curriculum Development Liteaature (1977) to the 1977-78 membership.

A sampling of SIG-related studies, 1977-78:

Apple, Michael W. and Nancy R. King, "What Do Schools Teach?" Curriculum Inquiry, 6 (No. 4, 1977), 341-358. Other versions appear in Richard H. Waller (ed.), Humanistic Education: Visions and Realities. Berkeley: McCutchan, 1977, and in Alex Molnar and John A. Zahorik (eds.), Curriculum Theory. Washington, D.C.: ASCD, 1977.

Bellack, Arno A. and Herbert M. Kliebard (eds.), Curriculum and Evaluation: Readings in Educational Research. Berkeley: McCutchan, 1977.

Bowers, C.A., "Emergent Ideological Characteristics of Educational Policy," Teachers College Record, 79 (September, 1977), 33-54.

Diorio, Joseph A., "Knowledge, Truth, and Power in the Curriculum." Educational Theory, 27 (Spring, 1977), 103-110.

Doyle, Walter and Gerald A. Ponder, "The Practicality Ethic in Teacher Decision-Making," Interchange, 8 (No. 3, 1977-78), 1-12. A briefer related version appears in Alex Molnar and John A. Zahorik (eds.), Curriculum Theory. Washington, D.C.: ASCD, 1977.

Eggleston, John, The Sociology of the School Curriculum. Boston: Routledge & Kegan Paul, 1977.

Franklin, Barry, "Curriculum History: Its Nature and Boundaries," *Curriculum Inquiry*, 7 (Spring, 1977) 67-79.

Markley, O.W., *The Normative Structure of Knowledge Production and Utilization in Education: Volume 1: A Methodology for Describing the Infrastructure of Educational R & D; Volume 2: Case Studies of Infrastructure of Educational R & D.* Menlo Park, Calif.: Stanford Research Institute, 1975.

Martin, Jane R., "The Anatomy of Subjects," *Educational Theory*, 27 (Spring, 1977), 85-95.

Molnar, Alex and John A. Zahorik (eds.), *Curriculum Theory.* Washington, D.C.: Association for Supervision and Curriculum Development, 1977.

Peshkin, Alan, "Whom Shall The Schools Serve?" *Curriculum Inquiry*, 6 (No.3, 1977), 181-204.

Popkewitz, Thomas S., "Craft and Community as Metaphors for Social Inquiry Curriculum," *Educational Theory* 27 (Fall, 1977), 310-321.

Seldon, Steven, "Conservative Ideology and Curriculum," *Educational Theory*, 27 (Summer 1977), 205-222.

"Statement of Agreement by Professionals in the Field of Educational Dissemination," *Educational Researcher*, 6 (Nov. 1977), 3-4.

Westbury, Ian, "Educational Policy-Making in New Contexts: The Contribution of Curriculum Studies," *Curriculum Inquiry*, 7 (Spring, 1977) 3-18.

-- Edmund Short --

The SIG will hold an open, informal meeting of its membership in Toronto on Wednesday, March 29, 2:15-3:45, in the Norfolk Room of the Sheraton Centre Hotel. The meeting will provide a forum in which the ideas and suggestions of all members can be heard, and it is where many of the decisions affecting the future of the SIG will be made. The meeting will develop specific topics, including the nomination of a slate of officers for the coming year, to be placed on the agenda of the formal business meeting of the SIG, Thursday morning. All members wishing to participate in these deliberations can do so at the Wednesday meeting.

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NEWSLETTER

# of the

SIG on THE CREATION AND UTILIZATION OF CURRICULUM KNOWLEDGE

Editors: William Pinar, University of Rochester
George Posner, Cornell University
William Schubert, U. of Illinois-Chicago Circle

Issue No. 13 May, 1978

Report on the Business Meeting Following Session 22.07

1. George Willis convened the meeting and presented nominations of officers as suggested by the SIG Coordinating Council. The Coordination Council includes:

George Posner	Cornell University
William Pinar	University of Rochester
William Schubert	University of Illinois-Chicago
Edmund Short	Pennsylvania State University
Daniel Tanner	Rutgers University
Laurel Tanner	Temple University
George Willis	University of Rhode Island
G.H. Cannon	University of British Columbia

2. The following officers were elected for 1978:

Co-Chairpersons:	George Posner and William Schubert
Secretary-Treasurer:	George Willis
Program Chairman:	Tom Vickery
Newsletter Editors:	William Schubert, George Posner, and William Pinar

3. Special thanks are extended to 1977 officers:

EDMUND SHORT... who has served as secretary-treasurer, a continuous time-consuming task of record-keeping, not only for 1977 but since the SIG began.

GEORGE WILLIS...who served as chairman in 1977 and for four years prior to that.

DANIEL TANNER...who designed and chaired the fine symposium: Session 22.07 entitled "What the Curriculum Field Needs to Learn from its History." Together, but from differing perspectives, the presenters were asked to address the question: "Why has the curriculum field at various times during the 20th century been marked by vital and creative changes, whereas at other times it has been characterized as suffering from relative inertia, retrenchment, and reaction? Leonard Berk (OISE) argued, drawing upon several historical sources in the field, that we should study curriculum history as an aid to curriculum problem finding, thus becoming more responsive to children and youth. Art Wirth (Washington University) argued that curricular applications which promote either overly romantic freedom or the image

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of business efficiency function as impediments to a Deweyan style of curriculum development, because they negate the teacher's role as one who continuously seeks meaning through inquiry into what the teacher and his/her work can and should become. Ralph Tyler (SRA) drew upon his long and distinguished career in curriculum and evaluation, from prior to the Eight Year Study and beyond National Assessment; he concludes by posing a number of provocative questions for those who are concerned with curriculum history. Philip Jackson (University of Chicago) emphasized several signs of educational progress, including the spread of schooling in the Western world, the gradual reduction of consciously created human discomfort, and the relative rise of critical rationality as compared with "sing-song" recitation methods. An interesting brief interchange of ideas among the presenters and audience members followed the presentations.

4. The matter of uses for the small amount of accumulated assets in the SIG bank account was discussed. Suggestions included: (a) a monograph of previous and/or future SIG papers; (b) a social hour for SIG members at the 1979 AERA Conference in San Francisco; (c) support for a research venture that involves the general interest of SIG members. No decision was reached with regard to these suggestions.

However, it was agreed that funds would be provided for distribution of two of the 22.07 presentation papers, those by Arthur Wirth and Ralph Tyler, to all 1979 SIG members. Many thanks to Professors Tyler and Wirth for providing their papers for this purpose.

Suggestions for other uses of the funds may be made to any member of the Coordinating Council listed above. The council will review all suggestions. Approximately $200. remains in the account.

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REQUEST FOR RENEWAL OF MEMBERSHIP

Dues for 1978-79 year remain the same as last year: $3.00. This amount goes toward the following expenses:

- -- several issues of the SIG Newsletter
- -- payment to AERA for Annual Meeting program space
- -- mailing of occasional papers to all members (two are enclosed and two more are scheduled)

Membership for 1978-79 will be valid upon payment of $3.00 (DUE DATE, JUNE 15) to SIG Secretary-Treasurer:

George Willis
Department of Education
705 Chafee Building
University of Rhode Island
Kingston, Rhode Island 02881

_____ Enclosed is $3.00 Signed ______________________

_____ AERA member Address ______________________

______________________ (zip code)

State your position:

______________________ Date: ______________________

____

Please use the space below to describe briefly (limit 150 words) a little about yourself and your current scholarly interests and work. We will use the newsletter to share this information with other members.

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AERA Publication

NEWSLETTER

# of the

SIG on THE CREATION AND UTILIZATION OF CURRICULUM KNOWLEDGE

Editors: William Pinar, University of Rochester
George Posner, Cornell University
William Schubert, University of Illinois - Chicago Circle

Issue No. 13 (Misnumbered) February 1979

* * * * * * * * *

This issue of the SIG Newsletter is primarily devoted to informing our members what each of us spend our time doing in our professional lives. In the last request for renewal of membership we asked each of you "to describe briefly (limit 150 words) a little about yourself and your current scholarly interests and work." The response to this request was overwhelming. Thirty-nine members wrote something about themselves and the great majority of these members wrote a good deal. Because many persons belong to the SIG for the sole purpose of staying in touch with the field of curriculum, we have decided to publish all thirty-nine responses in this issue. They are presented in alphabetical order and are preceded by an alphabetical listing of all currently paid-up members of the SIG.

1978-79 Members of SIG: Creation and Utilization of Curriculum Knowledge

(as of Feb. 6, 1979)

Individual Members:

Arthur Adkins	University of Maryland
William M. Alexander	" " Florida
Vernon E. Anderson	United States International University
George A. Beauchamp	Northwestern University
Roger V. Bennett	Memphis State University
Louise M. Berman	University of Maryland
Rolland Callaway	" " Wisconsin-Madison
G. Harry Cannon	" " British Columbia
Donald R. Chipley	Kelvin Grove College of Advanced Educatio Australia
Donald R. Clerico	Syracuse University
F. Michael Connelly	Ontario Institute for Studies in Educatio
Arthur L. Costa	California State University, Sacramento
David P. Crandall	The NETWORK of Innovative Schools
Thomas E. Curtis	SUNY at Albany
Harold D. Drummond	University of New Mexico
Curtis R. Finch	Virginia Polytechnic Institute
James H. Finkelstein	Ohio State University
Jean Clare Finnerty	Seton Hall University
Joan L. Fulton	Richmond, Virginia
Geneva Gay	Purdue University
John I. Goodlad	UCLA

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D. Bob Gowin	Cornell University
Carole L. Hahn	Emory University
Paul R. Hanna	Stanford, California
C. Glen Hass	Gainesville, Florida
Helen E. Hays	Toronto, Ontario
Margaret Gill Hein	East Stroudsburg, Pennsylvania
Naomi Hersom	University of British Columbia
Robert R. Hoen	" " Calgary
William E. Hoffman	Wooster, Ohio
Arthur Hoppe	Northern Illinois University
Ladd Holt	University of Utah
Dorothy Huenecke	Georgia State University
Andrew S. Hughes	Atlantic Institute of Education
Francis P. Hunkins	University of Washington
Harry M. Hutson, Jr.	Bloomington, Indiana
David E. Kapel	University of Nebraska at Omaha
Shaké Ketefian	New York University
Richard D. Kimpston	University of Minnesota
Jean A. King	Ithaca, New York
Marcella L. Kysilka	Florida Technological University
Arthur J. Lewis	University of Florida
William T. Lowe	" " Rochester
Gordon N. MacKenzie	Tennafly, New Jersey
Colin Marsh	Murdoch University, Australia
Gail McCutcheon	University of Virginia
D. John McIntyre	Southern Illinois University
Wm. Lynn McKinney	University of Rhode Island
John D. McNeil	UCLA
Theona McQueen	University of Miami
John M. Mickelson	Temple University
Janet L. Miller	Columbus, Ohio
Murray R. Nelson	Pennsylvania State University
John Newfield	University of Georgia
Nel Noddings	Stanford University
Antoinette A. Oberg	University of Victoria
Mary F. O'Neill	Chicago, Illinois
Norman V. Overly	Bloomington, Indiana
Dennis A. Pickering	Pittsburgh State University
William Pinar	University of Rochester
A. Leon Pines	" " Maine at Farmington
Gerald Ponder	North Texas State University
George J. Posner	Cornell University
Jerry Reece	New Mexico State University
Peggy M. Riethmiller	Michigan State University
Samuel D. Robinson	University of Saskatchewan
Michael P. Roetter	Michael J. Owens Technical College
Louis J. Rubin	University of Illinois
Galen Saylor	Lincoln, Nebraska
William H. Schubert	University of Illinois at Chicago Circle
Peter Seidman	Bloomington, Indiana
Francine Shuchat-Shaw	New York University
Edmund C. Short	Pennsylvania State University
William E. Sinnett	Mississauga, Ontario
B. Othanel Smith	Clearwater, Florida
E. Brooks Smith	Wayne State University

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Charles A. Speiker	Omaha, Nebraska
Bernard Spodek	University of Illinois
George W. Stansbury	Decatur, Georgia
Kate Strickland	University of Texas at San Antonio
A.W. Sturges	" " Missouri-Columbia
Daniel Tanner	Rutgers University
Bob L. Taylor	University of Colorado
Henry J. Triezenberg	Grand Rapids, Michigan
David G. Tucker	University of Alberta
Ralph W. Tyler	Foster City, California
Tom C. Venable	Indiana State University
Jim Venne	University of Wisconsin-Milwaukee
John A. Voth	" " Missouri-Columbia
H.C. Waxman	" " Illinois at Chicago Circle
David C. Williams	Kingston, Jamaica
George Willis	University of Rhode Island
Herbert B. Wilson	" " Arizona
Robert I. Wise	National Institute of Education
Vivian C. Wolf-Wilets	University of Washington
Fred H. Wood	Pennsylvania State University
Esther Zaret	Virginia Commonwealth University

Institutional member:

Canberra College of Advanced Education, Australia

William M. Alexander: Although I retired from University of Florida last June, I will still teach a course on curriculum theory occasionally. My other major interest is middle school education, and I am continuing writing and consulting in this area.

Vernon E. Anderson: Currently part-time Professor U.S. International University, San Diego, working with doctoral candidates in Educational Leadership in the School of Human Behavior and School of Education, teaching courses in curriculum. We have about 20% of students from other countries in our graduate program; over 50% in undergraduate units (in schools other than Human Behavior and Education, which have no undergraduate major). I am interested in individualized or personalized instruction in the humanistic model.

Donald R. Clerico: I am presently engaged in dissertation research investigating parental rationales for placing children in conservative protestant "Christian" schools. By focusing on the educational perspectives, attitudes and expectations of Christian school parents the study should provide insights into the nature of their rejection of public schooling and their perceptions of the alternative offered by the Christian school.

F. Michael Connelly: Research and Teaching Interests in both science education and in general curriculum. Curriculum decision-making with special attention to teacher roles. Chairman, Curriculum Task Force for the Ontario Royal Commission on Declining School Enrollments.

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Arthur L. Costa: As a professor working with students seeking their Master's Degree and credential in Educational Administration, I seek ways to help potential administrators understand, implement and improve curriculum and instruction. With the increased pressure on the site administrator today, this is a formidable task!

Thomas E. Curtis: My recent research has been related to aesthetic education both American and comparative to Western European educational practices. I have also been involved with gathering a series of statements from New York State educational associations concerning their views as to what constitutes quality education within their specific disciplines.

Curtis R. Finch: Recently published *Curriculum Development in Vocational and Technical Education* (Allyn and Bacon, 1979).

James H. Finkelstein: I am an advanced Ph.D. candidate in Early & Middle Childhood Education at The Ohio State University. My interests however, are somewhat removed from my department. I am currently writing my dissertation which is titled *Educational Research as Human Praxis*. The focus of this work is the impact of phenomenologically oriented social sciences on educational research. My most recent paper is "Commonsense Alternatives to Educational Research: Phenomenology & Ethnomethodology." This paper is to be presented at the First International Congress on Education in Toronto this June.

Jean C. Finnerty: I have 14 honorary listings including Who's Who of American Women, Who's Who of the World's Women International Platform, D.I.B., Who's Who in the East Community Leaders, Leaders in Education et. al. and am an active member of Phi Delta Kappa & Kappa Delta Pi.

My doctorate was earned at Fordham University in English. In addition to an M.A. in Medieval English I completed all course work in mathematics for the M.A. degree. Post-doctorally, I earned my certifications as teacher of English and Mathematics, Supervisor Principal K-12 and Superintendent of Schools K-12. I have been a mathematics teacher (Grades 9-12) for 18 years and during those same years an adjunct professor of mathematics (7 years) and of English (16 summers). I served as high school principal, supervisor of 110 Catholic schools working through 36 community supervisors (7 years) and Assistant Superintendent of a public school for 3 years. Presently, I teach graduate courses, direct administrative internship and field experiences and have designed and conducted 2-week intensive workshops for School Administrators (6 cr) at Seton Hall University. My publications and memberships can be gleaned from D.I.B. or Who's Who of American Women. One of the most outstanding experiences I have had was being Official Delegate to the International Educational Conference in Geneva, Switzerland where Oliver Caldwell and I represented the United States of America, 1964. Piaget was one of the speakers. My present involvement is helping to design an Educational Specialist Degree and eventually a doctoral program in education. The Ed.S. has been in operation for the past 2 years.

Joan L. Fulton: Instructional design and evaluation using a cognitive psychology foundation.

Carole L. Hahn: I have been doing research on how perceptions of curriculum innovations relate to the adoption of those innovations. I have tested the applicability of Rogers' and Shoemakers' concepts of relative advantage, compatibility, complexity, trialability and observability to the adoption of social studies curriculum projects, social studies textbooks, mathematics

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textbooks and to an educational television series. Factor analyses have consistently yielded constructs which are different from those suggested by Rogers. I am now interested in determining how the constructs relate to Gene Hall's levels of use in the process of implementation.

Helen E. Hayes: I am currently enrolled as a Ph.D. student in the Department of Curriculum, O.I.S.E.

Naomi Herson: I was elected President of the Canadian Society for the Study of Education for two year term 1978-80.

Ladd Holt: I am presently head of the Elementary Division at the University of Utah. We are developing a new undergraduate Teacher Education program using developmental models as our basic foundation. Our hope is to develop research on the developmental changes prospective teachers undergo in such a program and the relationship between teacher development along specific dimensions and behavior in the classroom.

Arthur Hoppe: I have been Professor of Education with major concern for curriculum and instruction for many years. Will become Professor Emeritus upon retiring from Northern Illinois University in August of this year. A consuming interest of mine for the past several years has been HUMANIZING CURRICULUM AND INSTRUCTION. I have directed a workshop on that topic for the past six years. (Hope to do it again after retirement!) I served on 1978 Yearbook Committee of A S C D -- (IMPROVING THE HUMAN CONDITION) and wrote the first chapter. I will be moving to Arizona!

Francis P. Hunkins: Interests: I am interested in the total field of general curriculum with special interest in educational systems.

I also am interested in the concept of change as it relates to curriculum development.

I also have a continuing interest in the areas of social studies education, questions and questioning strategies, and model of teaching. Much of research has been in the area of questions and questioning as well as in the area of social studies education.

Shaké Ketefian: My work involves the utilization of research knowledge in practice; issues relative to education on moral/ethical issues in professional practice - in health fields, in undergraduate education in general.

Jean King: I am currently a grad student at Cornell, working with George Posner in Curriculum and Jason Millman in Research Methodology. My thesis (Ph.D.) is about peer rating of compostion (i.e. the difference between the ways teachers and students rate papers and the possibility of training students to rate like teachers). Last week I presented a paper entitled "The Hidden Curriculum in English" at the New York State English Council conference in Rochester, and I will present a paper entitled "Teaching Writing in an Age of Testing" at the National Council of Teachers of English convention at Kansas City in November.

Marcella L. Kysilka: I am currently doing research with a group of persons interested in identifying means of analyzing curriculum according to ACCS (Anneheust Curriculum Classification System). Specific concern at this time is on materials for gifted!

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Arthur J. Lewis: I am currently engaged as a part of a team in a research project for the Florida Department of Education. The general area of study is to identify social trends that will influence education. During the academic year 1978-79, we will develop papers describing how selected curriculum issues will be influenced by social trends and proposing alternative resolutions for the issues.

D. John McIntyre: Currently, I am an assistant professor in the Department of Curriculum, Instruction and Media at Southern Illinois University at Carbondale. As coordinator of a teaching center, I am responsible for the preservice experiences of S.I.U. students and the ever-increasing staff development projects in the public schools. Recently, Tom Vickery- Syracuse University - and I have been examing the student teaching experience. Areas such as the stability of student teacher behavior over time, the influence of "significant others" as observers, and the effect on pupils have been or are being examined. I am also involved in research examining the relationship between a teacher's learning style and their preferred teaching strategies.

Gordon N. MacKenzie: Not "scholarly: as you have used term, but - I am participating in a comprehensive study of School District Number One, Columbia, South Carolina, and in a Management Study (Curriculum and Staff Development) East Orange, New Jersey.

Janet L. Miller: In my position as "curriculum person" at Battelle, I am able to combine theory and practice, so to speak. I continue to be involved in designing and developing curriculum for children's education television programming - this is an aspect of my work in which I am most interested. Given the scientific nature of the majority of the work done at Battelle (it is the largest private not-for-profit research organization in the world!!), I am constantly provided with opportunities for inter-disciplinary work in the true sense of the word. In our most recent project, I have worked with scientists and experts in the areas of agriculture in developing the curriculum for a television series directed to nine to twelve year olds on the subjects of food and natural fibers. Having come from the humanities disciplines (English and curriculum theory!!), I find the meetings of the scientists and the educators to be most interesting! This work has certainly broadened my perspectives as to the very meanings of the words education and curriculum.

Murray R. Nelson: I teach courses in Social Studies Curriculum, Elementary and Middle School Curriculum History. My interests are more in historical development of curriculum ideas and practices as well as external influences on that development. Pursuing that, I have written and continue to research the history of the middle school curriculum and recently (with H. Wells Singleton) been investigating FBI files as a research area of curriculum policy history.

Nel Noddings: I have a Ph.D. in philosophy of education. I am currently teaching courses in curriculum. I recently completed a curriculum for CAI (Problem Solving, a mathematics course [grades 3-6] for CAI. Palo Alto: Computer Curriculum Corporation, 1978). My major interests are in curriculum design and philosophical analysis of problems in teaching/learning.

Dennis A. Pickering: I am presently serving as curriculum specialist at Pittsburgh State University. While in this capacity I am involved in designing a new field based curriculum leadership program. [illegible] program is

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now being field tested within several distrcits in the states of Kansas and Missouri. I am also serving as program coordinator for the new Individualized Elementary Teacher Preparation Program which has recently been implemented here at PSU.

Peggy Miller Riethmiller: My greatest interest is in teaching at the graduate level although I've been involved in some development/research activities in the area of educational sciences/cognitive mapping. I teach courses in curriculm improvement, change and innovations issues/theory, leadership, program development, futuristics, and creativity.

Michael P. Roetter: Although my work is administrative in nature, I maintain an interest in curriculum theory. My work involves both responsibility for curriculum and administrative leadership as a division head. I find involvement with the SIG keeps me somewhat abreast in this aspect of curriculum thinking and therefore worthwhile.

Galen Saylor: My interests are in the area of history of curriculum, broadly defined. The Oregon Curriculum Bulletin recently published my report of "Reform in Secondary Education: The Continuing Efforts to Reform Secondary Education and a Modest Proposal." Previously the L & S Center, Lincoln, Nebraska published my "Antecedent Developments in the Movement to Competency-Based Teacher Education." This was a report prepared for AACTE project on Competency-Based Teacher Education.

Peter Seidman: Ed.D. - Indiana University - 1978. Chairman - Norman V. Overly. Discussion on the collective bargaining of curriculum issues; why management and teachers bargained and agreed contractually to issues they were under no obligation to bargain, much less agree to. My other interests include: Anthropology as an analytic and methodological tool in curriculum/education, policy studies/analyses, politics of education/curriculum development, diffusion and adoption, and educational options.

Francine Shuchat-Shaw: 1978-79 will be my third year on New York University's faculty, in the Division of Education, the Communications in Education Program. Our collective concern with this Program is to move it away from its historical affiliation with tradition in the field of "audio-visual instruction" and to transform its more recent preoccupation with what is known as instructional technology and the systems approach to curriculum and instruction; as a consequence, this transitional period is marked by our own preoccupation with critique of these traditions and a search for alternative conceptions of the place, meaning and function of audio-visual forms of expression in educational experience.

My own current work relates to this preoccupation; I have been attempting to develop a framework for comprehensive critique, epistemological and political in nature, of "audio-visual media phenomena in educational environments" and to relate this critique to contemporary critiques of schooling more generally; I do this with a view toward alternatives, the central one being student's, rather than teacher's use of various expressive mediums, such as film, still photography, video, as modes of inquiry, as means to facilitate thoughtful encounters with the here and now, as tool toward understanding the taken-for-granted and acting on, transforming its problematic aspects.

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Bill Sinnett: Major - Adult Education; Minor - Curriculum; Thesis Title - "Contemporary Human Images and Lifelong Learning." Using the philosophies of John Macmurray, Martin Buber and Maurice Friedman to build up working Human Images from a psychological basis and Hermeneutical and Critical theory (Frankfort School - Marcuse, Habermas, Adorno through Marx) to provide a sociological basis - integrating this as philosophical anthropology and doing analysis and critique of goals and aims of lifelong learning as presently espoused within the adult education field, particularly Canada and the policy implications for lifelong education (note the distinction between lifelong learning, which I equate to living and being-in-the-world and lifelong education which arises out of the recommendation in the Faure report, *Learning to Be* and are formal prescription for institutional intervention into economic malaise).

E. Brooks Smith: I am presently involved in a Documentation Project for a U.K. - U.S.A. Teach-in-Exchange Program I direct. We are trying to assess the impact of this kind of comparative in-service education experience on the professional development of these exchange teachers and on their involvement in curriculum development (knowledge and process).

Bernard Spodek: I am concerned with curriculum theory and early childhood education.

Kate Strickland: I am currently working on revision, presentation, and publication of my dissertation, "An Historical Review of Curriculum Research, 1918-1975." My focus at this point is on the development of an annotated bibliography of research published on the Curriculum 1918-1978, and on the presentation/publication of the revised and extended version of my review of curriculum research. I am also working on several 'straight history of curriculum articles focused on the 1980's, and 1918-1938. ("Scientific Movement in Education")

Jim D. Venne: Graduate Studies at University of Wisconsin and University of Chicago, Professional Activities and Research interests in areas of non-school education, environmental education, family life education, adult education, in-service education in business and industry. I have conducted survey research of national AACTE member institutions to determine the range of programs currently available to prepare educators for professional roles in non-school settings.

John Voth: I am involved in content organization/structuring, those various sets of objectives constant for all content learning, and skills related to these two dimensions.

David C. Williams: Currently serving as consultant to Ministry of Education in Jamaica, coordinating US input in project developing continuing/community education nationwide. Program is part of a comprehensive rural development scheme, and spans agricultural, economic, and youth advocacy interest. The focal point is curriculum development *with* communities seeking non-formal learning networks.

Herbert B. Wilson: I am very involved in cross cultural communication and application to curriculum and instruction. I recently conducted our cultural Literacy Laboratory for Arizona State Department of Education Consummer Education and Homemaking; University of Guam; Northern Arizona University; and USC-CRRC in service. Since developing the Lab over 3000 students have

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participated. It is designed to clarify our own cultural perception, develop cross cultural communication skills, and apply insights gained to curriculum development and instructional programming.

I can send more data and research on this if interested.

Vivian C. Wolf-Wilets: I am a member of the Board of Review to accredit Baccalaureate and higher degree programs in nursing for the National League. I am presently working as a faculty member on a stress management training grant utilizing a variety of techniques such as biofeedback to assist patients experiencing stress.

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Notice

The editors of this newsletter just received word that the SIG will be sponsoring a symposium at the AERA meeting in San Francisco Wednesday, April 11, 1979, 4:05-5:35 PM. The symposium (session 27.27) is entitled "Getting Curriculum Studies Published" and is chaired by Edmund Short. Each of the participants represent a major publishing outlet for curriculum studies:

Joe Burnett, Educational Theory
Ronald Brandt, Educational Leadership
Lawerence Iannaccone, Review of Educational Research
William Pinar, Journal of Curriculum Theorizing
Joel Weiss, Curriculum Inquiry
Ian Westbury, Journal of Curriculum Studies

The SIG business meeting is scheduled for Monday April 9 at 4:05 in the Boardroom of the St. Francis.

Special Recognition to:

Tom Vickery, Program Chairperson, for arranging the above program, and Ed Short for his role in preparing and chairing it.

Fred H. Wood, Edmund Short, and Steven R. Thompson from Pennsylvania State University for their fine papers on "The job market for curriculum specialists in higher education."

William Pinar and the University of Rochester for copying and mailing several past issues of the newsletter.

The University of Illinois at Chicago Circle, College of Education, for copying and mailing this edition.

Dan Tanner, at Rutgers, for his many efforts to produce a monograph of papers based on the 1978 SIG session in Toronto. It includes an introduction by Dan Tanner and articles by Len Berk, Ralph Tyler, and Arthur Wirth. Members can look forward to receiving copies before the Annual Conference.

WE HOPE TO SEE YOU IN SAN FRANCISCO ! ! !

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AERA Publication

NEWSLETTER
# of the
SIG ON THE CREATION AND UTILIZATION OF
CURRICULUM KNOWLEDGE

Michael P. Roetter, Editor

Owens Technical College
Caller No. 10,000
Toledo, Ohio 43699

Issue No. 15 June, 1979

(Note: No Issue 14 was prepared)

Some observant members may wonder what happened to Issue number 14. It seems number 13 was so good, the SIG decided to use it twice (or maybe someone is trying to tell us something).

Report on the Business Meeting held at the 1979 AERA Annual Meeting.

1. The following officers were elected for 1979:

    Chairperson: George Posner, Cornell University
    Secretary-Treasurer: George Willis, University of Rhode Island
    Program Co-Chairperson: Bill Schubert, University of Illinois at Chicago Circle and George Willis
    Newsletter Editor: Mike Roetter, Owens Technical College

2. Editors of six educational journals appeared as a panel in Session 27.27 at the the AERA meeting in April. This session, entitled "Getting Curriculum Studies Published", focused on kinds of curriculum studies selected for publication and their criteria used in reviewing manuscripts. Form and style sheets were handed out to those in attendance. The SIG warmly thanks the Editors and their journals for their participation.

3. On the same subject, the 1980 AERA meeting as related to SIG activities was discussed. Members are encouraged to communicate their ideas to Program Co-Chairpersons Bill Schubert (University of Illinois at Chicago Circle; College of Education; Box 4348; Chicago, Illinois 60680) and George Willis (Department of Education; University of Rhode Island; Kingston, R.I. 02881). The SIG had only one session this year. More ideas for sessions are needed. Please give some thought to this item and write to Bill or George. Proposals should be submitted by August 15.

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(cont from Pg. 1)

4. The SIG last year was successful in getting some papers distributed to members. Those present at the meeting recommended continuing this activity. Papers for consideration for inclusion in regular mailings or special mailings should be sent to the Newsletter Editor. Papers, after consideration by the officers of the SIG, will be distributed at SIG expense or returned to the author. In some instances the officers may furnish an author with a SIG mailing list if a paper is judged not relevant to the purpose of the SIG but possibly of interest to SIG members.

Other Notes of Interest

1. The SIG congratulates Marianne Amarel on her election to Vice-President of AERA Division B. Edmund Short, who lost by a handfull of votes, wishes to extend his thanks to all SIG members who voted for him.

2. Five members of the SIG have submitted a proposal to NIE for funding a four-year "Knowledge Transformation Project in Basic Modes of Research Applicable to Curriculum Inquiry". A preliminary proposal was received by NIE last October and submission of a full proposal on April 30 was encouraged. The project entails the preparation of a series of monographs, each related to a specific mode of curriculum inquiry. Several stages involves soliciting a series of papers proposing alternative conceptualizations of the domain, "curriculum inquiry modes", and the internal subdivision identifying and distinguishing particular categories in inquiry. When a choice has been made among alternative conceptualizations, certain of the modes of inquiry within that framework will be chosen as the foci for development of the final monographs. The project group, consisting of George Posner, George Willis, Eric Staumanis, Virginia Macognoni, and Edmund Short, would welcome the names of persons considered competent to prepare initial papers conceptualizing "curriculum inquiry modes" and ways of slicing this domain.

3. Enclosed is a bibliography prepared by Edmund Short of Penn State University. Dr. Short indicates people often ask why certain important curriculum studies are not included in this annual bibliography. It has been the habit to include only studies that are specifically related to the focus of the SIG. Perhaps if a fuller bibliography of the current published studies in various domains of the field is desired, someone can be persuaded to compile such a list for distribution by the SIG.

4. Membership in the SIG now totals 81. The membership is as follows:

Arthus Adkins, Univ. of Maryland
George Beauchamp, Northwestern Univ.
Dennis C. Buss, East Windsor, N.J.
F. Michael Connelly, Ontario Insti. for Studies in Education
David P. Crandall, The NETWORK of Innovative Schools
Prudence Dyer, Cannon Beach, OR
Jim Finkelstein, Ohio State Univ.
Geneva Gay, Purdue Univ.
John I. Goodlad, UCLA
Earl W. Harmer, Univ. of Utah
Louise E. Hock, N.Y. Univ.

William Alexander, Univ. of Florida
Louise M. Berman, Univ. of Maryland
Rolland Callaway, Univ. of Wisconsin-Madison
Arthur L. Costa, Calif. State Univ.
John R. Cryan, Sylvania, Ohio
O. L. Davis, Jr., Austin, Texas
Robert Donmoyer, Stanford, CA
Curtis R. Finch, Virginia Polytec. Insti.
Jack R. Frymier, London, Ohio
Henry A. Giroux, Boston Univ.
Carole L. Hahn, Emory Univ.
William D. Hedges, Univ. of Florida
Robert R. Hoen, Univ. of Calgary

(cont from Pg. 2)

- William Hoffman, Wooster, Ohio
- Andrew S. Hughes, Atlantic Inst. of Education
- Joan S. Hyman, Mill Valley, CA
- Victor B. Lawhead, Ball State Univ.
- William T. Lowe, Univ. of Rochester
- James H. McElhinney, Muncie, IN
- W. Lynn McKinney, Univ. of RI
- John M. Mickelson, Temple Univ.
- Yvonne B. Miller, Norfolk St. Univ.
- John Newfield, Univ. of Georgia
- Antoinette A. Oberg, Univ. of Victoria
- A. Harry Passow, Columbia Univ.
- William Pinar, Univ. of Rochester
- Ann Richmond, Belmont, CA
- Samuel D. Robinson, Univ. of Saskatchewan
- Ann Lynn Schubert, Chicago Public Schools
- Edmund C. Short, Penn. State Univ.
- B. Othanel Smith, Clearwater, FL.
- Bernard Spodek, Univ. of ILL.
- Laurel N. Tanner, Temple Univ.
- Jay C. Thompson, Ball State Univ.
- Louise L. Tyler, Los Angeles, CA
- Tom R. Vickery, Syracuse, N.Y.
- George Willis, Univ. of RI
- Robert I. Wise, Nat. Insti. of Ed.
- Fred H. Wood, Penn. State Univ.
- Jean H. Young, Univ. of Alberta
- Ladd Holt, Univ. of Utah
- Francis P. Hunkins, Univ. of Wash.
- Harry M. Hutson, Jr., Bloomington, IN
- Richard D. Kimpston, Univ. of Minnesota
- Arthur J. Lewis, Univ. of Florida
- Max Van Manne, Edmonton, Alberta Canada
- D. John McIntyre, Southern ILL. Univ.
- Theona McQueen, Univ. of Miami
- Janet L. Miller, Columbus, Ohio
- Murray R. Nelson, Penn. State Univ.
- Nel Noddings, Stanford Univ.
- Norman V. Overly, Bloomington, IN
- Dennis A. Pickering, Pittsburg State Univ.
- Jerry Reece, New Mexico St. Univ.
- Peggy M. Riethmiller, Mich. State Univ.
- Michael P. Roetter, Owens Tech. College
- Galen Saylor, Lincoln, NB
- William H. Schubert, Univ. of ILL.
- Peter Seidman, Bloomington, IN
- Francine Shuchat-Shaw, N.Y. Univ.
- Charles A. Speiker, Omaha, NB
- Daniel Tanner, Rutgers Univ.
- Bob L. Taylor, Univ. of Colorado
- Henry J. Triezenberg, Grand Rapids, Mich.
- Tom Venable, Indiana State Univ.
- H.C. Waxman, Univ. of ILL.
- Herbert B. Wilson, Univ. of Arizona
- Vivian C. Wolf-Wilets, Seattle, WA
- Nancy Wyner, Boston, MA
- Esther Zaret, Virginia Commonwealth Univ.

5. A possible idea for the next Newsletter (Fall?) is a listing of basic texts for curriculum. The Editor would appreciate hearing from someone willing to prepare this list or prepare reviews of some of the same.

A Sampling of SIG-Related Studies, 1978-79

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Shaw, K.E., "Understanding the Curriculum: The Approach Through Case Studies," *Journal of Curriculum Studies*, 10 (Jan. - Mar., 1978), 1-17.

Strike, Kenneth, "An Epistemology of Practical Research," *Educational Researcher*, 8 (Jan., 1979), 10-16.

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Shaver, James P., " The Productivity of Educational Research and the Applied - Basic Research Distinction," Educational Researcher, 8 (Jan., 1979), 3-9.

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-Edmund Short
Penn State Univ.
6-79

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AERA Publication

NEWSLETTER

of the

SIG ON THE CREATION AND UTILIZATION OF CURRICULUM KNOWLEDGE

Michael P. Roetter, Editor

Owens Technical College
Caller No. 10,000
Toledo, Ohio 43699

Issue No. 16 December, 1979

Merry Christmas! - And a belated Happy Thanksgiving!

The November newsletter is a bit belated but none-the-less here. The editor hopes the delinquency is made up by some of the features of this issue. Please pay special attention to the SIG activities planned for the AERA annual meeting in Boston. Two symposia plus a round table are planned under the auspices of the SIG and Division B. Further, we look forward to a well attended business meeting of the SIG. Why not support the activities of the SIG by attending the business meeting? Input from more members would be appreciated.

Membership

Since publication of the June newsletter, membership in the SIG has climbed to 99. The individuals who have either renewed membership or have joined since then:

Vernon E. Anderson	Carmel, California
Roger V. Bennett	Rhode Island College
Donald R. Chipley	Kelvin Grove College of Advanced Education (Australia)
Jean Clare Finnerty	Seton Hall University
M. G. Frankel	Princeton, New Jersey
Joan Fulton	Virginia Commonwealth University
Helen E. Hayes	Toronto, Ontario
Dorothy Huenecke	Georgia State University

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Jean A. King	Tulane University
Constance Leean	University of Vermont
Colin J. Marsh	Murdoch University (Australia)
John D. McNeil	UCLA
Gerald Ponder	North Texas State University
Jessie A. Roderick	University of Maryland
Paul Shaker	Mount Union College
George W. Stansbury	Georgia State University
Ralph W. Tyler	Foster City, California
David C. Williams	Pennsylvania State University

AERA Meeting - Boston

In conjunction with Division B, the SIG is proud to announce three sessions at the AERA meeting which should be of interest to SIG members and many others. Please consult the program for the annual meeting which should be available sometime in February or March. The following information is available now though:

1. Symposium: "Eclectic Approaches to Curriculum Research from Subject Matter Perspectives."

   Chair: Daniel L. Duke, Stanford University

   Participants: Conceptual change analysis: implications for mathematics and for curriculum theorizing. Jere Confrey, Michigan State University

   Curriculum inquiry and literary criticism. Jean King, Tulane University

   Concept origins, biological inquiry and curriculum. Margaret Waterman, Cornell University

   Historians' mistakes: uses in curriculum theorizing. Elliott Lauderdale, Cornell University

2. Symposium: "Curriculum Knowledge and Student Perspectives: Exploring the Relationship."

   Chair: William H. Schubert, University of Illinois, Chicago Circle

   Participants: Autobiography in the Restitution and Reconstruction of Educational Experience. Madeleine R. Grumet, Hobart and Smith Colleges.

   The Need for Alternative Categories to Express How We Think. Philip W. Jackson, University of Chicago

   Iconicity in Pedagogy or Knowledge as Being. Max van Mannen, University of Alberta

   Discussant: Ralph Tyler, Science Research Associates

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3. Round Table - A paper accepted for presentation at a round table session is entitled, "A Theory of Curriculum Constructed as a special Instance of Talcott Parsons' General Theory of Action" by Vincent Presno and Albert J. Leonard of Curight State University.

4. Business Meeting - Members are urged to attend the business meeting of the SIG as mentioned earlier. Business will include most importantly suggestions and ideas for future SIG activities. As many members as possible should be heard. Election of officers also occurs as well as a report from this year's officers.

New Book on Curriculum Inquiry

A new book on curriculum inquiry in Canada appeared in July, 1979, entitled, Curriculum Canada: Perceptions, Practices, Prospects (edited by Walter Werner). This 150-page volume contains the papers and reports given at a Symposium on Curriculum Inquiry in Canada, held at the University of Victoria (British Columbia) in February, 1979. This invitational gathering of thirty prominent curriculum scholars from major Canadian universities heard reports from eight provinces on the status of curriculum research and development in these provinces. While all are informative and some are instructive within the Canadian setting, the report of interviews done in Alberta on subjective and political factors operating in curriculum decision making has implications for curriculum decision making far beyond the Alberta context. Besides, offering an example of ethnographic methods of study that should be useful elsewhere, this report suggests that we may need to revise our linear conceptions of curriculum making as a result of learning how the "lived reality" of persons involved in this process really affects the process.

Ten major papers, as well as an overview of the Canadian scene by the editor, constitute the first hundred pages of this volume. Not only do these papers provide the best available evidence of where Canadian curriculum scholars are in 1979 in their thinking, but they also demonstrate that some of the most useful concepts and practices in the entire field of curriculum inquiry are emanating from the work of these Canadian scholars: Ted Aoki on critical inquiry a la the Frankfort School of Social Criticism; Kieran Egan on educational theory as a basis for curriculum design; Michael Fullan on conceptualizing curriculum implementation; Keith Leithwood on the identification of problems for study in curriculum and matching the appropriate methodology to them; Al MacKay on taking curriculum variables into account in research on teaching; Tom Maguire, J. Bernier, and Donald Wilson on guidelines for evaluation; George Tomkins on the need for historical perspective in curriculum studies; B. Robert on Canadian Studies.

This book is excellent reading. It may be obtained from the Center for the Study of Curriculum and Instruction, University of British Columbia.

Edmund Short

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Announcement of New Journal

The first issue of a new journal, Knowledge: Creation, Diffusion, Utilization, was published in September, 1979, by Sage Publications. This journal will be of great significance for members of this SIG on "Creation and Utilization of Curriculum Knowledge." It brings together scholarly works from many fields which focus upon one or more of the processes of knowledge specified in the sub-title of the journal--knowledge creation, knowledge diffusion, and knowledge utilization. Persons in such diverse fields as government, education, health, agriculture, etc., will be contributing studies to this journal. Articles will appear on methodological issues, state-of-the-art discussions, and other issues related to the pursuit of knowledge.

Examples of articles appearing in Volume 1, No. 1, are: "The Pursuit of Knowledge," by editor Robert F. Rich; "Forty Years of Social Problem Research," by Gary Gregg and Associates; "Uses, Value, and Benefits of Knowledge," by Fritz Machlup; "Knowledge Utilization as Planned Social Change," by Gerald Zaltman; "Scientific Knowledge, Public Policy, and Democracy," by Dorothy Nelkin; and "Knowledge Creation: An Overview," by Stephen D. Nelson.

Individual subscriptions to this quarterly journal are: $16.50 - 1 year; $32.50 - 2 years; $46.50 - 3 years. From Sage Publications, P.O. Box 5024, Beverly Hills, CA 90210.

Bibliography of Curriculum Texts

In the last issue of the newsletter, mention was made regarding the inclusion of a listing of basic texts for curriculum. Shortly thereafter the editor received a letter from Dr. Tom Veneble, a member from Indiana State University, saying he would be involved in such work during an upcoming sabatical. His work will ultimately involve the production of an annotated bibliography which the SIG may distribute to its membership. The first phase of his work was the development of an overall bibliography covering the period 1970-1979. The results are attached to this newsletter including his definition of a curriculum text.

In the meantime, Bill Schubert (University of Chicago) provided an update on a running bibliography of curriculum publications he maintains. His list takes up with materials published in 1976. In comparing the two lists, the important question appears to be "What constitutes a curriculum text?" and as Dr. Schubert suggests "For what type of curriculum course?" In order to remain objective, a supplemental list from Dr. Schubert's submission which covers texts not listed by Dr. Veneble is provided below. This is not to suggest that Veneble overlooked texts in his search, though, because his definition for selection may have been different. Dr. Schubert indicates texts which are synoptic and/or which have wide course use in several kinds of curriculum courses. Books considered to be synoptic are labeled "s" in the list that follows. (Note again that this list is from 1976 to present.)

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A BIBLIOGRAPHY OF CURRICULUM TEXT

1970-1979

T. C. Venable
Indiana State University

The bibliography which follows is the first step in the compiler's attempt to up-grade his former area of expertise. Having filled the role of administrator for a period of seven years, I found myself growing out-of-touch with the literature of the field. The list of texts with which I intend to become familiar is presented with the hope that it will prove useful to other curriculum students and with the invitation for others to suggest additions and deletions.

Inasmuch as a favorite topic for curriculum specialist is that of attempting a definition of curriculum, it is not surprising that I had a difficult time determining what books to include. (One of my colleagues insists that the outstanding curriculum book of the decade is _Zen and the Art of Motorcycle Maintenance_.) My criteria for inclusion were these: First, whether the author--by title or preface--stated that the book was a curriculum text. Second, if librarians agreed it to be a curriculum text by so classifying it. Third, if after a hasty scanning, I decided it fit _my_ definition of curriculum. (Subjectivity granted.)

Your comments are invited.

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AERA Publication

NEWSLETTER

# of the

SIG ON THE CREATION AND UTILIZATION OF

CURRICULUM KNOWLEDGE

Michael P. Roetter, Editor

Owens Technical College
Caller No. 10,000
Toledo, Ohio 43699

Issue No. 17 March, 1980

The main purpose of this brief newsletter is to remind members and past members to renew their membership. Note on the attached application the changes from AERA listed in the box. Please renew your membership now.

Since December, three new members have been added. They are:

Duane H. Dillman	Drew Postgraduate Medical School
Naomi Hersom	University of British Columbia
J. Arch Phillips, Jr.	Kent State University

Total membership in the SIG now stands at 102.

AERA Annual Meeting - Boston

For those of you planning to attend the annual meeting in Boston, please note the following SIG sponsored or co-sponsored sessions on your program:

2.02 (Monday Afternoon, 2:15 - 3:45)
CURRICULUM KNOWLEDGE AND STUDENT PERSPECTIVES: EXPLORING THE RELATIONSHIP. Chair: William H. Schubert, University of Illinois.

5.04 (Tuesday Morning, 8:15 - 10:15)
ECLECTIC APPROACHES TO CURRICULUM RESEARCH FROM SUBJECT-MATTER PERSPECTIVES. Chair: Daniel Duke, Stanford University.

8.31 (Tuesday Afternoon, 12:25 - 1:55)
SMALL ROUND TABLES
TABLE 1 A Theory of Curriculum Construction as a Special Instance of Talcott Parsons' "General Theory of Action." Vincent Presno and Albert J. Leonard, Wright State University.

27.13 (Thursday Evening, 7:30 - 8:30)
BUSINESS MEETING (SIG/Creation & Utilization of Curriculum Knowledge)
Chair: George Posner, Cornell University.

5/X

AERA SIG: Creation and Utilization of Curriculum Knowledge
Request for Renewal of Membership

> This issue of the Newsletter is being sent to all currently active and all past members of the SIG. Whereas in the past the SIG has operated informally, carrying on its membership list and sending publications to persons who had often inadvertently forgotten to renew membership by paying the modest dues during certain years, AERA no longer permits this practice. In February AERA also announced to SIGs that at future Annual Meetings, program sessions will be limited for SIGs and allotted according to the number of paid-up AERA members each SIG contains. Furthermore, AERA now requires each SIG to provide its list of paid-up members to the Central Office by June 30 of each year. The officers of the SIG are thus making this appeal for prompt payment of dues for 1980-81. Remember: Only dues received by the Secretary-Treasurer prior to late June help the SIG secure its proportional share of program sessions.

Dues for the 1980-81 year remain the same: $3.00. Sig funds are used for the following:

- several issues of the SIG Newsletter
- payment of membership dues to AERA and secural of Annual Meeting program sessions
- mailing of occasional papers to all members

Membership for 1980-81 will be valid upon payment of $3.00 to SIG Secretary-Treasurer:

George Willis
Department of Education
705 Chafee Building
University of Rhode Island
Kingston, RI 02881

Enclosed is $3.00

Signed ______________________

Address ______________________

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AERA member? Yes ______
No ______

Your position ______________

____

Date ______________________

NEWSLETTER

CREATION AND UTILIZATION OF CURRICULUM KNOWLEDGE

Special Interest Group of the American Educational Research Association

No. 18 July, 1980

As you can see, the editor has taken the liberty of changing the format of the newsletter, hopefully, to give it a more professional appearance. Your comments would be appreciated. Further, it has been requested that the SIG acknowledge the services provided by Owens College, at no cost, for typing, reproducing, and mailing the newsletter during the last year. Still, the main improvement needed is contribution of information, papers, or what-have-you by a wider range of the membership. Longer papers, studies, or bibliographies may be distributed by the SIG as special mailings. Please contact your editor (Michael P. Roetter, Owens Technical College, Caller No. 10,000, Toledo, OH 43699).

CALL FOR PAPERS - 1981 AERA Annual Meeting (Los Angeles)

Those attending SIG sponsored or jointly sponsored sessions in Boston, no doubt, found them most meaningful and informative. Division B was very satisfied with the SIG cooperation. It is suggested we continue such joint sponsorships as well as regular SIG sponsored sessions. Please submit proposals for the 1981 meeting to Dr. Bill Schubert (SIG Chairman and Program Chairman) at the University of Illinois at Chicago Circle, College of Education, Box 4348, Chicago, IL 60680.

1980-81 MEMBERSHIP

Paid membership to date indicates 54 active members in the SIG. A membership application is attached for those who have not renewed or to pass along to a colleague. Members are as follows:

New and renewed SIG members for 1980-81 (as of May 14):

Arthur Adkins	University of Maryland
William M. Alexander	Gainesville, Florida
Vernon E. Anderson	Carmel, California
T. Aoki	University of Alberta
Roger V. Bennett	Rhode Island College
F. Michael Connelly	OISE
James H. Finkelstein	Ohio State University
John I Goodlad	UCLA
Naomi Hersom	University of British Columbia
William E. Hoffman	Wooster, Ohio
Ladd Holt	University of Utah
Rosalind Horowitz	University of Minnesota
Andrew S. Hughes	Atlantic Institute of Education
Harry M. Hutson	Columbus, Indiana

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New and Renewed SIG Members (con't)

Joan S. Hyman	University of San Francisco
Roger P. Johanson	University of Minnesota
Mauritz Johnson	SUNY, Albany
Jean A. King	Tulane University
Arthur J. Lewis	University of Florida
William T. Lowe	University of Rochester
Gail McCutcheon	Ohio State University
D. John McIntyre	Southern Illinois University
John D. McNeil	UCLA
Janet L. Miller	Old Dominion University
Yvonne B. Miller	Norfolk State University
Murray R. Nelson	Pennsylvania State University
Nel Noddings	Stanford University
Antoinette A. Oberg	University of Victoria
Norman V. Overly	Indiana University
Dennis A. Pickering	Pittsburg State University
William Pinar	University of Rochester
A. Leon Pines	University of Maine at Farmington
Jerry Reece	New Mexico State University
Peggy M. Riethmiller	Michigan State University
Samuel D. Robinson	University of Saskatchewan
Michael P. Roetter	Michael J. Owens Technical College
Ann Lyn Schubert	University of Illinois at Chicago Circle
William H. Schubert	University of Illinois at Chicago Circle
Peter Seidman	Illinois Office of Education
Paul Shaker	Mount Union College
Edmund C. Short	Pennsylvania State University
Margery Sieber	Sir Sanford Fleming College
B. Othanel Smith	Clearwater, Florida
E. Brooks Smith	Wayne State University
Charles A. Speiker	Omaha, Nebraska
Bernard Spodek	University of Illinois
Laurel N. Tanner	Temple University
Bob L. Taylor	University of Colorado
Jay C. Thompson	Ball State University
Henry J. Triezenberg	Grand Rapids, Michigan
Ralph W. Tyler	Foster City, California
H. C. Waxman	University of Illinois at Chicago Circle
David C. Williams	Pennsylvania State University
George Willis	University of Rhode Island

1980 BUSINESS MEETING

Sixteen members of the SIG were in attendance at the Business Meeting held in Boston in conjunction with the AERA annual meeting on April 10, 1980. Membership in the organization, as reported by Dr. George Willis, was over 100 and that $500 was in the treasury.

Officers elected for the 1980-81 year were as follows:

Chairman and Program Chairman

Dr. William H. Schubert
University of Illinois at Chicago Circle
College of Education
Box 4348
Chicago, IL 60680

Secretary-Treasurer

Dr. George Willis
University of Rhode Island
Department of Education
705 Chafee Building
Kingston, RI 02881

Newsletter Editor

Dr. Michael P. Roetter
Owens Technical College
Office of Institutional Research
and Curriculum Planning
Caller No. 10,000
Toledo, OH 43699

It was decided at the meeting that the offices of chairman and program chairman be combined to centralize efforts. Further, Ann Lynn Schubert and Hersholt Waxman have graciously volunteered to assist the program chairman in preparation for the 1981 program.

The idea of having a SIG sponsored social hour was discussed with the thought that it could be a conversation session with certain invited well-known scholars. More information will be reported through the Newsletter as the idea is developed.

REPORT OF THE 1980 SIG RELATED SESSIONS

For the benefit of members not present at the 1980 Boston meeting, the following abstracts are offered for information purposes. Dr. Bill Schubert has provided an update as presented below of the well attended Session 2.02 "Curriculum Knowledge and Student Perspectives: Exploring the Relationships." The abstracts for Session 5.04, "Eclectic Approaches to Curriculum Research from Subject Matter Perspectives" and Session 8.31, "A Theory of Curriculum Construction as a Special Instance of Talcott Parson's General Theory of Action" are edited from the 1980 meeting abstract.

* * * * * *

SESSION 2.02

Curriculum Knowledge and Student Perspectives: Exploring the Relationship
-William H. Schubert, Organizer and Chairperson
University of Illinois at Chicago Circle

During the past ten years, curriculum scholars and other educators have devoted increased attention to the relationship between student perspectives and the creation and utilization of curriculum knowledge. Both the perennial character of this issue and some recent responses to it augment its significance.

Questions that characterize this topic and served as springboards for the presentations are exemplified by the following: Can curriculum be created and utilized defensibly if it is not rooted in knowledge about the ways students and teachers think and feel; that is, their perspectives on the world? Is the character of human perspectives too complex and rich to be adequately represented by inquiry that evolves from positivistic origins? Although the latter provide much worthwhile insight, is it not beneficial to seek more comprehensive and penetrating portrayals of student and teacher through?

Each of the invited presenters has made important contributions to these and related questions. Each was asked to comment on the potential and problems in studying student perspectives, and to recommend promising directions.

The first speaker was Professor Max van Manen from the University of Alberta, who spoke on "Iconicity in Pedagogy or Knowledge as Being." He drew upon his previous studies of the Utrecht School in the Netherlands and related work with his graduate students to characterize a form of pedagogy that restores the iconic or criticalhermeneutic dimensions of curriculum. He called for realization that the pedagogical relationship is an experience, a process that emanates from the life-worlds that constitute the being of pedagogues and students.

Professor Philip Jackson of the University of Chicago spoke on the topic, "The Uncertainties of Teaching." He emphasized the profound uncertainties involved in knowing what is occurring in the mind of another person, and in gathering evidence of learning. Professor Jackson offered four means of discerning what goes on inside the mind of another, and provided a brief critique of the potential and limits of each.

The third speaker, Professor Madeleine Grumet of Hobart and William Smith Colleges, spoke under the title, "Using Students' Stories to Study Curriculum Perspectives." She drew upon a notion of "curriculum" as the collective story that we tell our children. Emphasizing the centrality of autobiography to curriculum inquiry, Professor Grumet suggested the need to excavate the pasts, presents, and futures that grow within students and teachers through studying the curriculum expressed in the stories of children and youth.

Dr. Ralph Tyler, Professor Emeritus at the University of Chicago, Director of Emeritus of the Center for Advanced Stuy in the Behavioral Sciences, and currently Senior Consultant for Science Research Associates, served as discussant. He acknowledged the worth of inquiry into the relation between curriculum knowledge and student perspectives, cited related research, and noted that each of the presentations dealt with the following important questions: What learning is of most worth? Who is responsible for worthwhile learning, and by what methods should it be pursued?

* * * * * *

SESSION 5.04

Eclectic Approaches to Curriculum Research from Subject Matter Perspectives

-Jere Confrey, Michigan State University, Oraganzier
-Daniel L. Duke, Stanford University, Chair

Because curriculum research is, by nature, a straddling of at least two disciplines, subject matter and education, researchers must be aware of the individuality and integrity of contributions from each discipline as the views are merged in developing curricula. The purpose of this symposium was to advocate, illustrate, and begin to build an eclectic view for curriculum theory. It was the opinion of the participants that constructive activities could follow from such an approach because the diversity of an eclectic permits many options for curriculum development. The symposium was presented in three parts: (1) a brief view of work of representative curriculum theorists illustrating that their views are rooted in the disciplines from which they came; (2) perspectives of curriculum inquiry from four different subject matter disciplines; and (3) the beginnings of an eclectic view of curriculum theory in which alternatives and options, their uniqueness and range of applicability are discussed. The perspectives papers were presented by specialists in subject matter and education. Jere Confrey of Michigan State university discussed the implications for mathematics curriculum and for curriculum theorizing of conceptual change analysis of mathematics. Contributions of methods of literary criticism to curriculum inquiry were presented by Jean King of Tulane University. Concept origins, biological inquiry, and curriculum were presented by Margaret Waterman of Cornell University. Elliott Lauderdale of Cornell University discussed historians' mistakes and their uses in curriculum theorizing. Pinchas Tamir of Hebrew University provided a thought-provoking response as discussant.

* * * * * *

SESSION 8.31 - The Round Table

A Theory of Curriculum Construction as a Special Instance of Talcott Parsons' "General Theory of Action"

-Vincent Presno and Albert J. Leonard
Wright State University

The purpose of this paper was to present a systemic definition of the curriculum based in structuralist methodology. The definition and analysis is based on the "General Theory of Action" formulated by Talcott Parsons and extended by Parsons and his associates. The resulting definition yields of four-function paradigm, allowing for the inclusion of well-known specific definitions of the curriculum into a larger definition. Further, this paradigmic definition allows for identifying, locating, and prioritizing critical gaps in curriculum knowledge, theory, and research. The major functions of curriculum theory, professional community, course development, and curriculum research were analyzed.

* * * * * *

A SAMPLING OF SIG RELATED STUDIES, 1979-80

Provided as an enclosure with this newsletter is a bibliography provided by Dr. Edmund Short of Penn State University. Appreciation is expressed to Dr. Short for preparing this manuscript and Pam Pullella of Owens College who transcribed the information into the Word Processing System.

REVIEW OF RECENT SCHUBERT ARTICLE

An excellent article by SIG Chair William H. Schubert, University of Illinois, Chicago Circle, in the January, 1980, issue of Educational Researcher, the membership magazine of the American Education Research Association entitled "Recalibrating Education Research Towards a Focus on Practice." The article dealt with a number of research issues prompted by the proposed research orientation of Joseph J. Schwab and is commended for reading by all members of the SIG.

Schubert identifies a distinction between theoretical and practical research in terms of four categories - source of the problem, method of inquiry, nature of the subject matter of inquiry, and its general purpose. Schwab's conception of the practical is interpreted within three categories and arguments are presented from other sources in support of Schwab's recommended focus on practice in educational/curricular research. The concept of "precedents," as contrasted with theoretical science's search for generalization, becomes a key concept in the search undertaken in practical research, not withstanding the possibility that any single precedent which is discovered may not be useful as a guide to future action but must be corroborated by "accumulated precedents."

To illustrate that practical research has been and is being undertaken in curriculum inquiry, Schubert cites and discusses briefly work by Maxine Greene and Max van Maven, and others related to phenomenology of experience, work by MacDonald, Pinar, and other related to reconceptualist curriculum though, work by Eisner, Stake, Willis, and others related to qualitative evaluation, and work by Corey and others associated with the so-called "action research" movement. In conclusion, Schubert suggests several kinds of inquiry that might advance practical research in education: the development of compendia of precedents, the study, the the characteristics and the procedures of practical research (so that the educator might be trained in it), idiographic studies, a balanced approach using the momothetic as well, and a synthesis of both. The reader is urged to ponder the many aspects of this thoughtful article.

-Submitted by Dr. Edmund Short, Penn State

PUBLISHERS AND AUTHORS OF CURRICULUM BOOKS

William Schubert, chairman of the SIG, has prepared a tabulation of curriculum book publishers and authors covering the period 1970-1979. This eleven-page list will be mailed to SIG members a part of the groups activities. Members should receive this paper early this Fall.

NEWSLETTER COPY DATES

The schedule of dates projected for upcoming NEWLETTERS is as follows:

November, 1980 - Materials due by Mid-October
March, 1981 - Materials due by Mid-February

The March, 1981, issue will contain AERA annual meeting information. If members want announcements to appear for attending SIG members, please send these to the editor for inclusion.

THANK YOU

The SIG thanks Tom Popkewitz and Debra Stuard, program chairmen of AERA Division B for their excellent cooperative planning for the joint meetings held in Boston. We hope to continue such cooperative endeavors next year.

CURRICULUM OCCASIONAL PAPERS

The editor received a letter from new member Dr. Ted T. Aoki, Department of Secondary Education, University of Alberta, stating that the Faculty of Education has available a series of occasional papers entitled "Curriculum Praxis." Five of the available 15 papers are listed here as being possibly relevant to the objectives of the SIG. More information or paper copies ($1.50 each plus shipping, may be obtained from the University (338 Education South, Edmonton, Alberta, Canada T6G2G5).

No. 2	"Toward Curriculum Inquiry In a New Key" by Ted T. Aoki, University of Alberta, Edmonton
No. 7	"Curriculum in Alberta: A Study of Perceptions" by Kim Krawchenko, Pat Paradis, and Bill Sommerfeld, University of Alberta
No. 9	"A Critical Analysis of Teacher Education from the Perspective of Curriculum" by Donald C. Wilson, University of British Columbia
No. 10	"The Use of Qualitative Forms of Evaluation for Improving Educational Practice" by Elliot W. Eisner, Stanford University
No. 15	"Preface To A Theory of Symbolic Interchange" by R. Glenn Martin, University of Alberta

BOOK ANNOUNCEMENT

The fourth volume of Information Through the Printers Word: Dissemination of Scholarly, Scientific, and Intellectual Knowledge by Fritz Machlup and Kenneth Leeson and Associates has just been published. This book completes a series of studies by these authors of the economics of scholarly journal and book publishing and of bibliographic services. The bottom line is, as everybody knows, that costs are up; the mountains of detailed data presented, however, provide much to contemplate for those concerned about the future of knowledge dissemination.

PAPER EXCHANGE

The SIG offers to facilitate the exchange of scholarly papers among curriculum inquirers by providing in its Newsletter periodic lists of papers available upon request from their authors. The next issue of the Newsletter will include such a list, provided readers send the editor the following information: Author, Title, Brief Synopsis (35 words maximum), Cost, and Address.

If there is interest, the SIG will later extend its services to distributing fuller abstracts or to establishing a formal system of paper exchanges on behalf of authors. Please express your preference among these three options to the editor. For now, we encourage SIG members and any others who have papers available on curriculum research and utilization to list them with the Newsletter.

QUESTIONS ANYONE?

The idea has been suggested that members of the SIG submit scholarly questions for inclusion in the Newsletter addressed to the general membership. The officers of the SIG, in fact, may want to direct especially good and relevant questions to certain curriculum scholars. We can only do this if members direct good questions to the editor in time for the November Newsletter. May we hear from you?

* * * * * *

New and renewal members will receive throughout the year additional issues of the newsletter and any occasional papers distributed by the SIG. (This fall the SIG will distribute William Schubert's "A Tabulation of Publishers and Authors of Curriculum Books, 1970-79.") Also, AERA now allocates annual meeting sessions to SIG's according to how many paid-up members each SIG contains; please help us retain our share of program sessions.

If you have not already done so please renew your members by filling out the form below and sending it with $3.00 for dues for 1980-81 to SIG Secretary-Treasurer:

George Willis
Department of Education
705 Chafee Building
University of Rhode Island
Kingston, RI 02881

Enclosed is $3.00

Signed ______________________

Address ______________________
____
____
____

AERA member? Yes ______
No ______

Your Position ______________________
____

Date ______________________

P.S. If your dues are already paid, please pass this page onto a colleague.

Prepared by Dr. Edmund Short
Pennsylvania State University
May 10, 1980

Distributed by the AERA SIG for the
Creation and Utilization of Curriculum
Knowledge

A SAMPLING OF SIG-RELATED STUDIES, 1979-80

Status of Curriculum Inquiry

Hazlett, J. Stephen, "Conceptions of Curriculum History," *Curriculum Inquiry*, 9(Summer, 1979), 129-135.

Goodlad, John I. and others, "What We Don't Know About Schooling," *Phi Delta Kappa*, 61(May, 1980), 591-606.

Schubert, William H., "Recalibrating Educational Research: Toward A Focus on Practice," *Educational Researcher*, 9(January, 1980), 17-31.

Curriculum Inquiry Methodologies

Apple, Michael W., "Beyond Ideological Reproduction," pp. 154-166; 193-195, *Ideology and Curriculum*, Boston: Routledge & Kegan Paul, 1979.

Barone, Thomas E., "Effectively Critiquing the Experienced Curriculum: Clues from the New Journalism," *Curriculum Inquiry*, 10(Spring, 1980), 29-53.

Button, H. Warren, "Creating More Useable Pasts: History in the Study of Education," *Educational Researcher*, 8(May, 1979), 3-9.

Eisner, Elliot W., *The Educational Imagination*, New York: Macmillan, 1979.

Fisher, Charles W. and David C. Berliner, "Clinical Inquiry in Research on Classroom Teaching and Learning," *Journal of Teacher Education*, 30(November-December, 1979), 42-48.

Giroux, Henry A., "Beyond the Limits of Radical Educational Reform: Toward a Critical Theory of Education," *The Journal of Curriculum Theorizing*, 2(Winter, 1980), 20-46.

Giroux, Henry A., "Toward a New Sociology of Curriculum," *Educational Leadership*, 37(December, 1979), 248-253.

Littleford, Michael, "Vico and Curriculum Studies," *The Journal of Curriculum Theorizing*, 1(Summer, 1979), 54-64.

McCutcheon, Gail, "Educational Criticism: Methods and Application," *The Journal of Curriculum Theorizing*, 1(Summer, 1979), 5-25.

Mitrano, Barbara S., "Feminist Theology and Curriculum Theory," *Journal of Curriculum Studies*, 11(July-September, 1979), 211-220.

Morroco, Catherine Cobb, "The Role of Formative Evaluation in Developing and Assessing Educational Programs," *Curriculum Inquiry*, 9(Summer, 1979), 137-148.

Osborn, Robert L., "The Validation of Private-Subjective Knowledge Claims," *The Journal of Curriculum Theorizing*, 1(Summer, 1979), 26-36.

Popkewitz, Thomas S., B. Robert Fabachnick, and Kenneth M. Zeichner, "Dulling the Senses: Research in Teacher Education," *Journal of Teacher Education*, 30(September-October, 1979), 52-60.

Reid, William A., "Practical Reasoning and Curriculum Theory: In Search of a New Paradigm," *Curriculum Inquiry*, 9(Fall, 1979), 187-207.

Reid, William A., "Rationalism or Humanism? The Future of Curriculum Studies," *The Journal of Curriculum Theorizing*, 2(Winter, 1980), 93-108.

Reid, William A., *Thinking About the Curriculum: The Nature and Treatment of Curriculum Problems*, Boston: Routledge & Kegan Paul, 1978.

Simon, Roger and Don Dippo, "Dramatic Analysis: Interpretive Inquiry for the Transformation of Social Settings," *The Journal of Curriculum Theorizing*, 2(Winter, 1980), 109-134.

Tanner, Daniel, and Laurel N. Tanner, "Emancipation from Research: The Reconceptualist Prescription," *Educational Researcher*, 8(June, 1979), 8-12.

Tomkins, George S., "Towards A History of Curriculum Development in Canada," pp. 1-17 in George S. Tomkins (ed.), *The Curriculum in Canada in Historical Perspective*, 1979, Yearbook of Canadian Society for the Study of Education, (CSSE). Vancouver: CSSE, 1979.

Turnbull, William W., "Setting Agendas for Social Research," *Educational Researcher*, 8(September, 1979), 9-12; 24.

Young, Delton W., "Notes Toward A Phenomenology of Non-Verbal Communication," *The Journal of Curriculum Theorizing*, 1(Summer, 1979), 78-87.

Young, Jean Helen, "Teacher Participation in Curriculum Decision Making: An Organizational Dilemma," *Curriculum Inquiry*, 9(Summer, 1979), 113-127.

Knowledge Creation

Campbell, Donald T., "A Tribal Model of the Social System Vehicle Carrying Scientific Knowledge," *Knowledge: Creation, Diffusion, Utilization*, 1(December, 1979), 181-201.

Nelson, Stephen D., "Knowledge Creation: An Overview," *Knowledge: Creation, Diffusion, Utilization*, 1(September, 1979), 123-149.

Rich, Robert F., "The Pursuit of Knowledge," *Knowledge: Creation, Diffusion, Utilization*, 1(September, 1979), 6-30.

Scriven, Michael, "Self-Referent Research," *Educational Researcher*, 9(April, 1980), 7-11.

Knowledge Dissemination

Bain, Helen P., and J. Ronald Groseclose, "The Dissemination Dilemma and a Plan for Uniting Disseminators and Practitioners," *Phi Delta Kappan*, 61(October, 1979), 101-103.

Feller, Irwin, "Three Coigns on Diffusion Research," *Knowledge: Creation, Diffusion, Utilization*, 1(December, 1979), 293-312.

Machlup, Fritz, Kenneth Leeson, and Associates, *Information through the Printed Word: The Dissemination of Scholarly, Scientific, and Intellectual Knowledge*, Volume 4, Books, Journals, and Bibliographic Services, New York: Praeger Publishers, 1980.

Pinar, William F., "Notes on the Relationship Between a Field and Its Journals," *The Journal of Curriculum Theorizing*, 2(Winter, 1980), 7-11.

Raizen, Senta A., "Dissemination Programs at the National Institute of Education, 1974-1979," *Knowledge: Creation, Diffusion, Utilization*, 1(December, 1979), 259-292.

Reid, William A., "A Curriculum Journal and Its Field: A Question of 'Genre'," *The Journal of Curriculum Theorizing*, 2 (Winter, 1980), 12-19.

Silverman, Robert J., "Commitments of Editors in Education," *The Educational Forum*, 44(January, 1980), 231-242.

Knowledge Utilization

Hammond, Kenneth R., and Jeryl Mumpower, "Formation of Social Policy," *Knowledge: Creation, Diffusion, Utilization*, 1(December, 1979), 245-258.

Holzner, Burkart, and Evelyn Fisher, "Knowledge in Use," *Knowledge: Creation, Diffision, Utilization*, 1(December, 1979), 219-244.

Larsen, Judith K., "Knowledge Utilization: What Is It?" *Knowledge: Creation, Diffusion, Utilization*, 1(March, 1980), 421-442.

Lindblom, Charles E., and David K. Cohen, *Usable Knowledge: Social Science and Social Problem Solving*, New Haven: Yale University Press, 1979.

Machlup, Fritz, "Uses, Value, and Benefits of Knowledge," *Knowledge: Creation, Diffusion, Utilization*, 1(September, 1979), 62-81.

Mitroff, Ian I., and Donna D. Mitroff, "Interpersonal Communication for Knowledge Utilization," *Knowledge: Creation, Diffusion, Utilization*, 1(December, 1979) 203-217.

Neklin, Dorothy, "Scientific Knowledge, Public Policy, and Democracy," *Knowledge: Creation, Diffusion, Utilization*, 1(September, 1979), 106-122.

Weiss, Carol, "Knowledge Creep and Decision Accretion," *Knowledge: Creation, Diffusion, Utilization*, 1(March, 1980), 381-404.

Zaltman, Gerald, "Knowledge Utilization as Planned Social Change," *Knowledge: Creation, Diffusion, Utilization*, 1(September, 1979), 82-105.

Ideological Aspects of Curriculum

Anyou, Jean, "Ideology and United States History Textbooks," *Harvard Educational Review*, 49(August, 1979), 361-386.

Apple, Michael W., "Analyzing Determinations: Understanding and Evaluating the Production of Social Outcomes in Schools," *Curriculum Inquiry*, 10(Spring, 1980), 55-76.

Apple, Michael W., "Curriculum and Reproduction," *Curriculum Inquiry*, 9(Fall, 1979), 251-257.

Apple, Michael W., *Ideology and Curriculum*, Boston: Routledge & Kegan Paul, 1979.

Giroux, Henry A., "Paulo Freire's Approach to Radical Educational Reform," *Curriculum Inquiry*, 9(Fall, 1979), 257-272.

Kliebard, Herbert M., "The Drive for Curriculum Change in the United States, 1890-1958. - I. The Ideological Roots of Curriculum as a Field of Specialization," *Journal of Curriculum Studies*, 11(July-September, 1979), 191-202.

Kliebard, Herbert M., "The Drive for Curriculum Change in the United States, 1890-1958. - II. From Local Reform to a National Preoccupation," *Journal of Curriculum Studies*, 11(October-December, 1979), 273-286.

NEWSLETTER

CREATION AND UTILIZATION OF CURRICULUM KNOWLEDGE

Special Interest Group of the American Educational Research Association

No. 19 January, 1981

Attached to this newsletter are two items of interest to most SIG members. The first is "A Tabulation of Publishers and Authors of Curriculum Books - 1970-79" compiled by William Schubert, University of Illinois. The second is a paper entitled "Methodological Pluralism, Eclectiscism, and Curriculum Inquiry: What Literary Criticism Can Offer the Field of Curriculum," by Jean A. King, Tulane University. It is hoped these two items are valuable to members as one of the services of this SIG.

NEW CURRICULUM JOURNAL

Member Colin J. Marsh of Murdoch University has sent news of a new curriculum journal being published in Western Australia. He has provided the following news release:

NEW JOURNAL IN CURRICULUM (AUSTRALIA)

> Colleges and Universities already including or about to include curriculum units in their Diploma of Teaching, Graduate Diploma of Education programmes or Bachelor of Education Degrees will be well supported by the development and activities of the Curriculum Interest Group (C.I.G.). Starting in 1979 as an informal group of colleagues interested in curriculum studies, it has now grown to a membership of over 180 with editorial panels producing two newsletters each year and a new national journal in curriculum entitled Curriculum Perspectives.
>
> The newsletter is produced in March and August of each year. Liaison editors from all states of Australia compile news items abut recent happenings in curriculum, overseas visitors, new materials, and a directory of resource persons with special curriculum skills.
>
> The first issue of the new journal Curriculum Perspectives appeared in October, 1980. Each issue contains four major articles; several brief articles on school-focused/action research studies; a Point and Counterpoint section which focuses on a current controversial issue in curriculum; and book reviews. The journal will be published twice yearly, in May and November.
>
> Subscriptions to the Curriculum Interest Group are $10 per year for individual subscriptions and $12 for institution subscriptions. Cheques should be made payable to: Dr. Murray Print, C.I.G. Business Manager, Mt. Lawley College of Advanced Education, 2 Bradford Street, MT LAWLEY, W.A. 6050.
>
> (The table of contents for Vol. 1, No. 1, is included along with an order form for interested members as an attachment to this Newsletter.)

Not an official AERA Publication

NEW MEMBERS

The following members have renewed or joined since the report in the June, 1980, Newsletter. Membership now totals 72.

Louise Berman	University of Maryland
Rolland Callaway	University of Wisconsin-Milwaukee
Lorelei Coy	Santa Maria, CA
Robert Donmoyer	Ohio State University
Curtis R. Finch	Virginia Polytechnic Inst. & St. Univ.
Geneva Gay	Purdue University
Ann C. Gross	Prince George's County (MD) Public Schools
Francis P. Hunkins	University of Washington
Edmund B. Hunt	Northeastern Illinois University
David L. Laske	University of Illinois at Chicago Circle
Victor B. Lawhead	Ball State University
Colin Marsh	Murdoch University (Australia)
John Mickelson	Temple University
A. Harry Passow	Teachers College, Columbia University
Deborah D. Redford	Oak Ridge, TN
Galen Saylor	Lincoln, NE
Daniel Tanner	Rutgers University
Esther Zaret	Virginia Commonwealth University

REQUEST FROM NEW MEMBER

Suma Kurien has recently become a new member of the SIG. Suma is a doctoral student at Teachers College, Columbia University, and is doing a dissertation on curriculum as an organizational construct of the school and board of education and is interested in communications with others with similar interests. (Address: 1230 Amsterdam Avenue, #213, New York, N.Y. 10027)

REPORT OF THE 1981 AERA PROGRAMS SPONSORED BY THE SIG

I am pleased to report a 1981 program that promises to be stimulating and rewarding. Based on our population, we are allowed five program slots (meaning a total of five 1½-2 hour paper sessions or symposia. Small roundtable sessions are allowed in addition.

Co-sponsoring of sessions makes it possible to have responsibility in the creation of more than five sessions. For example, we are co-sponsoring four sessions with Divison B, which only costs two slots. We are also co-sponsoring one session with the Society for the Study of Curriculum History, which meets annually prior to AERA but is not formally affiliated with them.

I heartily thank Elizabeth Vallance, Program Chairperson of Division B, and Kate Strickland, Chairperson of the Society for the Study of Curriculum History, for their excellent cooperation in putting together the jointly sponsored sessions. I believe that this moves productively in the direction of cooperation among the several extant curriculum organizations as suggested by Edmund Short and others at the 1980 Business Meeting in Boston.

In addition to Ed Short, Elizabeth Vallance, and Kate Strickland, I wish to thank George Willis, George Posner, Nancy McNerney and Ann Schubert for valuable program suggestions. I thank Ann, also, for her excellent work on the various forms that needed to be completed.

Realizing that exact times are not yet scheduled, the program is as follows:

1. A business meeting listed in the program but scheduled for "off hours" so that it does not count as a time slot. Look for it on a mid-week evening. Please plan to attend if you are at the conference. You input is valuable. 38.01

2. A symposium in which Harry S. Broudy, P. H. Taylor and Ralph Tyler will present and discuss their perspectives on: NECESSARY BUT NEGLECTED SOURCES OF CURRICULUM KNOWLEDGE. (SIG sponsored) 18.30

3. A combination symposium and conversation hour that begins with a brief overview of the SIG by Edmund Short, the founder, and continues with a discussion in which Ralph Tyler, B. O. Smith, George Beauchamp, and John Goodlad reflect upon their experiences: REFLECTION ON EXPERIENCES IN THE CREATION AND UTILIZATION OF CURRICULUM KNOWLEDGE. (SIG Sponsored) 37.04

4. A Symposium co-sponsored with the Society for the Study of Curriculum History which is organized and co-chaired by Kate Strickland and William Schubert on the topic: RALPH W. TYLER IN RETROSPECT: CONTRIBUTIONS TO THE CURRICULUM FIELD. This focus on the work of Ralph Tyler will include Lee J. Cronbach, Gordon MacKenzie, and Ralph Tyler. It will be a continuation of sessions on that theme that will take place at the meeting of the Society for the Study of Curriculum History prior to the AERA Annual Meeting. 21.72

5. Three papers have been accepted as small roundtable sessions. These include: CURRICULUM KNOWLEDGE FROM THE OUTSIDE IN by Neal J. Gordon, HAHA, AHA, AH: A MODEL FOR PLAYFUL CURRICULAR INQUIRY AND EVALUATION by Barbara K. Iverson, and IF SISYPHUS WENT TO HIGH SCHOOL: AN EXISTENTIAL APPROACH TO LEARNING by Kendon J. Conrad. 41.01

6. A symposium entitled PROMISING DIRECTIONS IN CURRICULUM KNOWLEDGE: FOCUS ON STUDENTS which will be chaired by O. L. Davis. Several different perspectives will be presented by Barry Fraser, George Posner, Bill and Ann Schubert, Elizabeth Vallance, and George Willis. (Co-sponsored with Division B) 40.22

7. A symposium entitled WHAT IN THE WORLD IS CURRICULUM THEORY? chaired by Gail McCutcheon, will include an exchange of orientations among George Beauchamp, William Pinar, Max van Manen, Decker Walker, Cleo Cherryholmes, and Gail McCutcheon. (Co-sponsored with Divison B) 7.15

8. A symposium organized and chaired by Jonas F. Soltis, in which David Berliner, Patricia Graham, Loren Resnick, Ray Rist, Lee Shulman, and Decker Walker respond to: PHILOSOPHY OF EDUCATION: REACTIONS TO THE 80th NSSE YEARBOOK. (Co-sponsored with Division B) 10.18

9. A symposium organized by Robert Donmoyer and chaired by Harry S. Broudy, entitled ETHICS, IDEOLOGY, AND CURRICULUM DECISION MAKING. Landon Beyer, Madeleine Grumet, and Nel Noddings will each respond to topics within this title, and Harry Broudy will serve as critic. (Co-sponsored with Division B)

4.03

(William H. Schubert)

NEW CURRICULUM BOOK

Schubert, William H. Curriculum Books: The First Eighty Years. Washington: University Press of America, 1980. (Available by October, 1980).

This book traces the development of curriculum as an emergent subfield of educational inquiry in the Twentieth Century through an examination of books that have been used to educate curriculum scholars, administrators, developers, and students for the past eighty years. Following a preface and an introduction, the author provides a chronological portrayal of curriculum books. Each chapter treats a decade, 1900-79, and is organized around three topics: Contextual Reminders, Curriculum Thought and Literature, and Bibliography of Curriculum Books. The contextual reminders are offered as a review of major cultural, political, scientific, technological, intellectual, and artistic developments that can be juxtaposed with the trends of curriculum brought during selected time periods.

The next, and larger section, is an interpretive and descriptive essay about the curriculum books and lines of thought that dominated the decade. Schools of curriculum thought are discussed throughout the eighty-year period, as are specific categories of books within each decade. Each chapter concludes with a comprehensive bibliography, altogether providing over 1,100 citations. Finally, a conclusion reviews the previous chapters, provides a look at the curriculum professoriate, and advocates directions for subsequent curriculum scholarship. An index enables quick use of the book as a reference source. The book is primarily offered for curriculum students, scholars, and libraries.

Those who were SIG members in 1977 will remember that they received A Chronology of Curriculum Literature, which represents an early stage of work that led to this book. Bill Schubert extends many thanks to the SIG members who provided helpful suggestions and encouragement.

This Newsletter is produced at Owens Technical College, Caller #10,000, Toledo, Ohio 43699. Michael P. Roetter, Editor.

CURRICULUM PERSPECTIVES

Vol. 1., No. 1., October 1980

Edited by Colin J. Marsh

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ISSN 0159-7868

Curriculum Perspectives

is a new Australian journal on curriculum which should be of interest to lecturers, advisory teachers, consultants, administrators and teachers.

Two issues of the journal will be provided each year and topics will cover short, practical case study examples of curriculum in action, as well as longer, theoretical articles. It will be a very relevant forum for the sharing of ideas about school-based curriculum.

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To ensure your copy of this new curriculum journal complete the tear-off slip below. Subscriptions are based on a financial year of July-June and for the 1980/81 subscription, you will receive two issues of **CURRICULUM PERSPECTIVES** (October and May) and two newsletters.

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NEWSLETTER

CREATION AND UTILIZATION OF CURRICULUM KNOWLEDGE

Special Interest Group of the American Educational Research Association

No. 20 July, 1981

I understand from "my eyes" in Los Angeles that I missed a great and successful meeting of AERA and more specifically this Special Interest Group. It seems our cooperative efforts with Division B have again paid off in big dividends as they did in Boston over a year ago. I'm sure we can expect another successful program in New York in 1982. This is further ensured by the addition of Elizabeth Vallance to our membership. Dr. Vallence is the 1981 Division B program chair.

Please note the renewal form at the end of this newsletter. Dues are still only $3. Please submit your payment promptly to George Willis at The University of Rhode Island.

A bibliography entitled "A Sampling of SIG Related Studies, 1980-81" is attached to this newsletter as a bonus.

OFFICERS - 1981

1. Officers were elected at the business meeting in Los Angeles as follows:

   Chairperson - William H. Schubert, University of Illinois at Chicago Circle, College of Education, Box 4348, Chicago, Illinois 60680.

   Secretary/Treasurer - George Willis, Department of Education, University of Rhode Island, 705 Chafee Building, Kingston, Rhode Island 02881.

   Newsletter Editor - Michael P. Roetter, Office of Institutional Research and Curriculum Planning, Owens Technical College, Caller Number 10,000, Toledo, Ohio 43699.

1982 AERA ANNUAL MEETING

For the 1982 AERA annual meeting in New York, Ann and William Schubert will serve as co-chairs for the SIG portion of the program. Papers, symposium, dialogue, poster, and innovative proposals are welcome. The Schuberts can be reached at the following address until August 24 after which they will return to Chicago.

c/o Dr. Antoinette A. Oberg
Faculty of Education
University of Victoria
P.O. Box 1700
Victoria, British Columbia V8W 2Y2
Canada Phone: 604-477-6911

Not an official AERA Publication

NOTE: Program time at the annual meeting is based upon membership. It is, therefore, paramont that membership be renewed immediately. Last year, the SIG enjoyed five session slots some of which were used as half slots to co-sponsor sessions with Division B. Round Tables and Poster sessions are additional. Please call or write Ann or Bill Schubert to suggest ideas. Proposals will be submitted for review.

COMMITTEE OF THE HANDICAPPED

SIG member Neal J. Gordon will be our representative to the AERA Committee on the Handicapped. Dr. Gordan, a psychologist interested in bridging studies of curriculum and developmental psychology, served on this committee last year. Suggestions on ways that AERA can provide for the handicapped should be sent to him. The address is:

College of Education
Box 4348
University of Illinois
Chicago Circle
Chicago, IL 60680

MEMBERSHIP:

As of March 30, 1981, the SIG had 100 paid-up members for 1980-81. Of these, 83 were members of AERA. Figures of 97 and 80 respectively were reported to the AERA central office on February 16; updated figures will be reported later. Since AERA has recently adopted rules allocating one 1½ or 2 hour session (exclusive of "off hours," small round table, and poster sessions) at the 1982 Annual Meeting for each 19 AERA members in a SIG, we should be assured of at least four such sessions in 1982.

An updated list of members will be included in newsletter No. 21 which should appear in October or November. For members, though, who wish to mail papers or materials to other members, sets of address labels can be obtained from George Willis at the University of Rhode Island.

SIG ON RESEARCH UTILIZATION

During the SIG business meeting in Los Angeles, Diane Cassman, Chairperson of the SIG on Research Utiliztion has expressed an interest in cooperative ventures with interested members of our SIG. Members wishing to explore this relationship further are encouraged to contact Dr. Cassman. She can be reached at the following address: Peik Hall, University of Minnesota, Minneapolis, MN 55455.

At the same meeting, Ron Brandt, editor of Educational Leadership, Bob Donmoyer of Ohio State University, and others expressed a desire to explore issues about relationship between curriculum and technologized forms of knowledge creation and utilization.

J. Stephen Hazlett	Conceptions of Curriculum History
O. L. Davis, Jr., and George L. Mehaffy	An Elusive Quarry: On the Trail of Curriculum History
Kate Strickland	Research into the Curriculm, 1918-1938: Highlights of the Work of the First Generation
Murry R. Nelson and H. Wells Singleton	Richmond and Berkeley: Paradigms for Curriculum Innovation at the Turn of the Century

CURRICULUM THEORY CONFERENCE

The annual curriculum theory conference, sponsored by the Journal of Curriculum Theorizing, will be held at Airlie, Virginia (near Washington, D.C.), September 30 through October 3, 1981. Information may be obtained by writing to: Dr. William F. Pinar, Graduate School of Education and Human Development, Center for the Study of Curriculum and Teaching, University of Rochester, Rochester, NY 14627.

MONOGRAPH TO SIG RELATED WRITINGS

Edmund Short led discussion in Los Angeles of the idea of a monograph to SIG related writings. He suggests that it can be done at Pennsylvania State University in the same attrative manner as the Proceedings of the Society for the Study of Curriculum History. Some of the participants in SIG related sessions have been contacted about submitting their papers for this project. Members who wish to submit manuscripts should send them to: Dr. Edmund C. Short, Pennsylvania State University, College of Education, Division of Curriculum and Instruction, 141 Chambers Building, University Park, PA 16802. Manuscripts submitted will undergo a peer review process. If there is sufficient interest, such a monograph may be offered on a regular basis. It may even generate the where withal for wider distribution. It could also become an excellent means of communication among curriculum scholars, and could be used in advanced curriculum courses.

SCD CURRICULUM COMMITTEE

It may be of interest that the Association for Supervision and Curriculum Development (ASCD) has established a Curriculum Committee, composed of more than 100 members to study the relationship between curriculum theory and practice. The committee is composed of representatives from universities, schools, and governmental and private agencies. The representatives, selected from a large pool of applicants, met at the 1981 ASCD meeting in St. Louis. They heard perspectives from Ralph Tyler, William Pinar and Madeleine Grumet, and Decker Walker after which plans were developed. The committee will meet at ASCD conferences in 1982 and 1983.

SOCIETY FOR THE STUDY OF CURRICULUM HISTORY

The Society for the Study of Curriculum History, to which some SIG members belong, was founded in 1977, under the leadership of Laurel Tanner. The Proceedings of the 1978 and 1979 meetings are now available for $4.00 (Society members) and $4.50 (non-members) from:

Dr. Murry Nelson
President, Society for the Study of Curriculum History
Pennsylvania State University
College of Education
Division of Curriculum and Instruction
Chambers Building
University Park, PA 16802

The Table of Contents follows below for information purposes.

Questions about the Society may be addressed to Dr. Nelson, or to William Schubert, Secretary-Treasurer.

This year's meeting of the Society was devoted largely to the work of Ralph W. Tyler. Information on publication of the Proceedings is forthcoming. Dr. Kate Strickland of the University of Texas at San Antonio, 1980-81 presidents of the Society, did a fine job of organizing the meeting.

PAPERS OF THE SOCIETY FOR THE STUDY OF CURRICULUM HISTORY

Laurel N. Tanner	Introduction
Arthur G. Wirth	What We Can Learn From Our Experiences with the Deweyan Tradition
Mary Louise Seguel	Conceptualizing Method: A History
Arthur G. Wirth	Educational Control for Crazy-Making: Notes Toward an Alternative
Murry R. Nelson and H. Wells Singleton	FBI Surveillance of Three Progressive Educators: Curricular Aspects
R. Freeman Butts	The Progressive Malaise of Revisionist Historians--As Seen by a Progressive
Hollis L. Caswell	The Revisionist Historians and Educational Practice
J. Paul Leonard	The Revisionist Historian and Educational Theory
Paul C. Violas	Progressives and Revisionist History
R. V. Bullough, Jr.	Curriculum History: Flight to the Sidelines or Source of New Vitality?

NOTE FROM DIVISION B PROGRAM CHAIR

Bill Schubert was pleased to receive a thank you letter from Elizabeth Vallance, Program Chair for Division B. Dr. Vallance's sentiments are best expressed in her own words. The following is a excerpt from her letter to Bill.

> ...If it seems appropriate to you, I'd like to extend some kind of formal thanks to the SIG (and specifically to you) on behalf of Division B, since your considerable help with session-sharing was absolutely critical to Division B's program. I tried to indirectly thank the SIGs through the acknowledgment footnotes in my "program summary" which went to all readers and presenters in Division B, but the C&U SIG was most critical--our four shared sessions gave me two extra spaces, and that mattered a lot. If you feel it fits your publication standards or whatever, please feel free to add something like the the following to the next SIG newsletter: "The Program Chair for AERA's Division B, Elizabeth Vallance, extends a special thanks to the SIG on Creation and Utilization of Curriculum Knowledge--and expecially to Bill Schubert, who made all those decisions--for its substantial help in sharing program time. The four sessions co-sponsored by the two groups were well chosen, and they provided an additional two program listings which the Division would have lost otherwise. Bill was heroic in coming to the rescue, and all of us benefited by the sessions he chose to co-sponsor." But you were great...

A LANDMARK BOOK

Seldom does a book appear that parallels the interest of members of this SIG, but here is one that clearly does. It is Knowledge Application: The Knowledge System in Society by Burkart Holzner and John H. Marx of the University of Pittsburgh (Allyn & Bacon, 1979). Among the topics covered by the authors are Knowledge Production; Organization, Distribution, and Storage of Knowledge; and Knowledge Application. They are treated generically with references and illustrations to these processes in various disciplines and professional fields such as mental health, medicine, education, etc. The book stresses the social structure of the knowledge system in the United States as they cut across these three domains and interface with one another. The detail and complexity of the descriptions provided are by far the most telling available on this subject to date. The work is embedding in a broad context of ideas about the sociology of knowledge structures and about the larger issues of sociocultural change. Everyone seriously interested in understanding the social structures of the knowledge system will find this book required reading. Implications for our own specialty of curriculum are sure to thrust themselves upon the careful reader of this book. (Edmund Short)

SOCIETY FOR THE STUDY OF CURRICULUM HISTORY

Call for Proposals for the Annual Meeting

The Society for the Study of Curriculum History will hold its annual meeting March 19 in New York City immediately prior to the American Education Research Association meeting.

Because of its rich history in curriculum and because of the New York City meeting site, papers focusing on the role of Teachers College and curriculum will be given a degree of preference, however, paper proposals on all aspects of curriculum history are encouraged.

All proposals must be submitted with a 300-500 word abstract and a self-addressed stamped envelope. Proposal deadline is November 15, 1981. Proposals should be sent to:

Professor Murry R. Nelson
The Pennsylvania State University
154 Chambers Building
University Park, PA 16802

Dues for the 1981-82 year remain the same: $3.00. SIG funds are used for the following:

-several issues of the SIG Newsletter
-payment of membership dues to AERA and secural of Annual Meeting program sessions
-mailing of occasional papers to all members

Membership for 1981-82 will be valid upon payment of $3.00 to SIG Secretary-Treasurer:

George Willis
Department of Education
705 Chafee Building
University of Rhode Island
Kingston, RI 02881

Enclosed is $3.00

Signed ______________________

Address ______________________

____

____

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AERA member? Yes ____
No ____

Your position ____________
____

Date ______________________

Prepared by Dr. Edmund Short
Pennsylvania State University
May, 1981

Distributed by the AERA SIG for the
Creation and Utilization of Curriculum
Knowledge

A SAMPLING OF SIG-RELATED STUDIES, 1980-81

Status of Curriculum Inquiry

Benham, Barbara J., "Curriculum Theory in the 1970's: The Reconceptualist Movement," Journal of Curriculum Theorizing, 3(Winter 1981), 162-170.

Connelly, F. Michael, and Freema Elbaz, "Conceptual Bases for Curriculum Thought: A Teacher's Perspective," pp. 95-119 in Arthur W. Foshay (ed.), Considered Action for Curriculum Improvement, Washington, DC: ASCD, 1980.

English, Fenwick, "Curriculum Development Within the School System," pp. 145-157 in Arthur W. Foshay (ed.), Considered Action for Curriculum Improvement, 1980 ASCD Yearbook, Washington, DC: ASCD, 1980.

Foshay Arthur W. (ed.), Considered Action for Curriculum Improvement, 1980 ASCD Yearbook, Washington, DC: ASCD, 1980.

Gay, Geneva, "Conceptual Models of the Curriculum-Planning Process," pp. 120-143 in Arthur W. Foshary (ed.), Considered Action for Curriculum Improvement, 1980 ASCD Yearbook, Washinyton, DC: ASCD, 1980.

Huber, Margaret Ann, "The Renewal of Curriculum Theory in the 1970's: An Historical Study," Journal of Curriculum Theorizing, 3(Winter, 1981), 14-84.

Jackson, Philip W., "Curriculum and its Discontents," Curriculum Inquiry, 10 (Summer, 1980), 159-172.

Klohr, Paul R., "The Curriculum Theory Field-Gritty and Ragged," Curriculum Perspectives, 1(October, 1980), 1-7.

Pinar, William F., "Reply to my Critics," Curriculum Inquiry, 10(Summer, 1980), 199-205.

Schubert, William Henry, Curriculum Books: The First Eighty Years: Context, Commentary, Bibliography, Lanham, MD: University Press of America, 1980.

Walker, Decker F., "A Brainstorming Tour of Writing in Curriculum," pp. 71-81 in Arthur W. Foshay (ed.), Considered Action for Curriculum Improvement, 1980 ASCD Yearbook, Washington, DC: ASCD, 1980.

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Brookman, Wilber B., et al, "A Model for Research on Goal Achievement," Chapter 4, pp. 48-100 in their Measuring and Attaining the Goals of Education, Alexandria, VA: ASCD, 1980.

Cherryholmes, Cleo H., "Social Knowledge and Citizenship Education: Two Views of Truth and Criticism," Curriculum Inquiry, 10 (Summer, 1980), 115-141.

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Donmeyer, Robert, "The Evaluator as Artist," Journal of Curriculum Theorizing, 2(Summer, 1980), 12-26.

Eisner, Elliot W., "On the Difference Between Scientific and Artistic Approaches to Qualitative Research," Educational Researcher, 10(April, 1981), 5-9.

Elbaz, Freema, "The Teacher's 'Practical Knowledge': Report of a Case Study," Curriculum Inquiry, 11(Spring, 1981), 43-71.

Elbaz, Freema, and Robert Elbaz, "Literature and Curriculum: Toward a View of Curriculum as Discursive Practice," Curriculum Inquiry, 11(Summer, 1981), 105-122.

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Jackson, Gregg B., "Methods for Integrative Reviews," Review of Educational Research, 50(Fall, 1980), 438-460.

Kallós, Daniel, "On Educational Phenomena and Educational Research," pp. 140-152; 200-202 in W. B. Dockrell and David Hamilton (eds.), Rethinking Educational Research, London: Hodder & Stoughton, 1980.

King, Jean A., "Dialogue: Methodological Pluralism and Curriculum Inquiry," Curriculum Inquiry, 11(Summer, 1981), 167-174.

Ladas, Harold, "Summarizing Research: A Case Study," Review of Educational Research, 50(Winter, 1980), 597-624.

Macdonald, James B., "Curriculum, Consciousness, and Social Change," Journal of Curriculum Theorizing, 3(Winter, 1981), 143-153.

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Popkewitz, Thomas S., "Paradigms in Educational Science: Different Meanings and Purpose to Theory," Journal of Education (Boston University), 162(Winter, 1980), 28-46.

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Sanders, Donald B., and Marian Schwab, "Science and the Educational Processing," Theory into Practice, 18(Dec., 1979), 349-356.

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Ganz, Carole, "Linkages Between Knowledge, Creation, Diffusion, and Utilization," *Knowledge: Creation, Diffusion, Utilization*, 1(June, 1980), 591-612.

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Leithwood, K. A., "Managing the Implementation of Curriculum Innovations," *Knowledge*, 2(March, 1981), 341-360.

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Rice, Ronald E., and Everett M. Rogers, "Reinvention in the Innovation Process," *Knowledge: Creation, Diffusion, Utilization*, 1(June, 1980), 499-514.

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Wolf, Jr., W. C., "Selected Knowledge Diffusion/Utilization Know-How," *Knowledge*, 2(March, 1981), 331-340.

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Apple, Michael W., "Some Aspects of the Relationship Between Economic and Cultural Reproduction," *Journal of Curriculum Theorizing*, 3(Winter, 1981), 130-142.

Apple, Michael W., "The Other Side of the Hidden Curriculum: Correspondence Theories and the Labor Process," *Journal of Education* (Boston University), 162(Winter, 1980), 47-66.

Bowers, C. A., "Curriculum as Cultural Reproduction: An Examination of Metaphor as a Carrier of Ideology," *Teachers College Record*, 82(Winter, 1980), pp. 267-289.

Giroux, Henry A., "Beyond the Correspondence Theory: Note on the Dynamics of Educational Reproduction and Transformation," *Curriculum Inquiry*, 10(Fall, 1980), 225-247.

Giroux, Henry A., "Critical Theory and Rationality in Citizenship Education," *Curriculum Inquiry*, 10(Winter, 1980), 329-366.

Giroux, Henry A., "Teacher Education and the Ideology of Social Control," *Journal of Education* (Boston University), 162(Winter, 1980), 5-27.

NEWSLETTER

CREATION AND UTILIZATION OF CURRICULUM KNOWLEDGE

Special Interest Group of the American Educational Research Association

No. 21 January, 1982

Happy Holidays! May you have a successful new year in 1982!

This newsletter is somewhat brief, but contains several important items. First, the SIG has only 38 paid members; down from over 100. Please pay your dues for 1981. Membership provides you with the normal services of the SIG, plus the opportunity to impact on the make-up of the AERA Annual Meeting Program. A form is attached to this newsletter for your convenience. Please renew NOW!

Notes on the upcoming Annual Meeting Program are also included in this issue. The SIG has made a significant contribution again this year to the program for the New York meeting. Hopefully, despite budget cutbacks at individual institutions, many members will be able to attend the 1982 meeting.

IN MEMORIUM - Dr. G. Harry Cannon

We are all saddened by the death of our colleague and member of this SIG, Dr. Harry Cannon. For the information of members, a tribute to Dr. Cannon is provided from the newsletter of the Canadian Society for the Study of Education:

> His many friends and colleagues the world over will be saddened by the news of the death of Dr. G. Harry Cannon on June 5, 1981.
>
> After a successful teaching career in elementary and secondary schools in Vancouver, supplemented by a school exchange visit to England, he joined the Faculty of Education at the University of British Columbia in 1959 where he eventually became a full professor and served as chairman of the Department of Science Education for five years.
>
> His primary interest in education was in curriculum. He was associated with curriculum revision projects such as Physical Science Study Committee (PSSC), Introductory Physical Science (IPS), Harvard Project Physics, and Elementary Science Study (ESS). He was also associated with the Nuffield Project in Britain in the development of a secondary school physics program. Dr. Cannon served on the B. C. Provincial Department of Education Physics Revision Committee and the Industrial Science Development Committee. His interest in developing science curricula soon extended to other countries as well. His expertise won him an international reputation.
>
> An over-riding characteristic of Harry's work was an involvement with people that reflected his concern with vital social and educational issues. Thus, for example, he initiated project SEEHEAR - an attempt to enrich the lives of the deaf and the blind through science.
>
> His reputation brought him an invitation to the Solomon Islands where he assisted Solomon Islanders in building their own curricula that responded to their own needs and environment. Closer to home, he applied the same principles in aiding the Ahousaht Indians on Vancouver Island to integrate their culture with the Provincial curriculum. The continuing efforts of the band to implement the proposals is a tribute to his perceptiveness of, and sensitivity to,

Not an official AERA Publication

local issues. It is also a tribute to his energetic commitment to involving band members as co-developers.

In addition to authoring several secondary school science textbooks, he presented papers at universities and science centers in Dar-es-Salaam, Kampala, Lahore, Bombay, Guam, Solomon Islands, and throughout the U.S.A. and Canada. These representations had a marked influence on the number of international graduate students that have successfully completed their graduate work at U.B.C.

As a tribute in Harry's memory, a scholarship fund has been established to aid Native Indian students. Cheques marked U.B.C., Cannon Memorial Fund, may be sent to Byron Hender, Awards, General Services Administration Building, U.B.C., 2075 Wesbrook Mall, Vancouver, B.C. V6T 1W5.

SPECIAL ANNUAL MEETING TRAINING SESSION

Two members of the SIG, George Willis and Gail McCutcheon, will be co-directors of an AERA research training session prior to the Annual Meeting in New York City in March. Titled "Educational Criticism: Naturalistic, Qualitative, and Related Modes of Inquiry," the session is intended to enhance participants' general skills in developing critical educational case studies, first by reviewing the basic logic of educational criticism and, more specifically, by developing requisite sub-skills through intensive laboratory-type sessions devoted to writing and analyzing such studies. The session will address such issues as how to move case studies through the phases of collecting information, reflecting, and reporting and how to incorporate the processes of description, interpretation, and appraisal into complete and coherently developed studies. The official announcement of this session will appear in either the December or the January Educational Researcher.

The session may be of direct interest to members of the SIG themselves; it may also be especially useful to doctoral students interested in receiving training in educational criticism, particularly students at institutions where such training is unavailable. Members are urged to call this session to the attention of all potential participants.

Additional information is available from either George Willis (Department of Education, University of Rhode Island, Kingston, RI 02881; 401/792-5925) or Gail McCutcheon (Department of Educational Foundations and Research, Ohio State University, Columbus, OH 43210; 614/422-4872).

1982 ANNUAL MEETING - NEW YORK

Again, extensive planning has gone into the preparation of the 1982 AERA Annual Meeting Program on the part of the SIG and Division B and other special interest groups. As you can see from the preliminary list that follows, an exciting program is lined up for members this year.

The SIG acknowledges the thoughtful efforts and insightful planning provided by Philip L. Smith, Chairman of the SIG on Philosophical Studies of Education and Gail McCutcheon, Program Chairman of Division B, Curriculum Studies. Their cooperation has enabled us to sponsor several more sessions this year.

3.05 BEYOND CHATTER: ON THE PHENOMENOLOGY OF LANGUAGE IN CURRICULUM RESEARCH
Ch/Critic: Max van Manen, University of Alberta
Participants:
Angeline Martel, University of Alberta, Traditional Sayings: The Pedagogic Voice of Language.
Margaret Hunsberger, University of Calgary, Phenomenology of Reading: When Child and Curriculum Meet.
David Smith, St. Thomas University, The Language of Living with Children: The Singing of Pedagogy.
Critic: Madeleine R. Grumet, Hobart and William Smith Colleges

15.24 EDUCATION'S CREDIBILITY IMAGE; THE MEDIA; AND CURRICULAR DISTORTION
Chair: Louis J. Rubin, University of Illinois, Urbana-Champaign
Participants:
Ralph W. Tyler, Director Emeritus of the Center for Advanced Study in the Social Sciences
Fred Hechinger, Education Editor of the New York Times
Michael Kirst, Stanford University
Harry Broudy, University of Illinois, Urbana

30.20 HOW MIGHT JOHN DEWEY RESPOND TO EDUCATIONAL RESEARCH TODAY?
Chair: William H. Schubert, University of Illinois, Chicago
Participants:
Joe Burnett, University of Illinois, Urbana-Champaign
Mary Anne Raywid, Hofstra University
George Willis, University of Rhode Island

39.03 REVISIONIST CURRICULUM THOUGHT: IMPLICATIONS FOR ACTION
Ch/Critic: Dwayne Huebner, Teachers College, Columbia University
Participants:
Robert Donmoyer, Ohio State University, Revisionist Curriculum Thought: Implications for Evaluation
Beverly Gordon, Ohio State University, Revisionist Curriculum Thought: Implications for Teacher Education
Charles Edelsberg, Franklin County Schools, Revisionist Curriculum Thought: Implications for Reconceptualizing "Back to Basics"
Peter Lemish, Ohio State University, Revisionist Curriculum Thought: Implications for Curriculum Development
Critic: Jose Rosario, High/Scope Educational Research Foundation

50.05 BUSINESS MEETING
Chair: William H. Schubert, University of Illinois, Chicago Circle

52.26 THE ANALYSIS OF A CURRICULUM MODEL AS A GUIDE FOR FUTURE RESEARCH AND PRACTICE
Co-Chairs: M. Frances Klein and Deborah Burkett, University of Southern California
Participants:
Edmund Short, Pennsylvania State University
Elliot Eisner, Stanford University
John McNeil, University of California at Los Angeles

5.21 SMALL ROUNDTABLES

Table 2: Robert J. Kennedy, Nipissing, Ontario Board of Education, The Separation of Means and Ends vs. the Interaction of Means and Ends: An Ethical Issue in Managing Curriculum Development

Table 3: William H. Schubert, University of Illinois, Chicago; George J. Posner, Cornell University, Professional Preferences of Curriculum Scholars: A Genealogical Study

Table 4: Sandra Boulanger, Delta School District, Vancouver, B.C., Inservice as a Vehicle for Curriculum Implementation.

THEORY ABOUT CURRICULUM DEVELOPMENT AND MANAGEMENT

Chair: Karen F. Zuga, The Ohio State University

Participants:

- Edmund C. Short, Pennsylvania State University, Curriculum Development Strategies
- James L. Martin, American Institute of Steel Construction; Margaret E. Uguroglu, University of Illinois, Building Curricula When You Don't Have the Answer
- Howard J. Ramagli, Jr., Memphis State University, Curriculum Management Systems: Analysis and Definition

Critics:

- William H. Schubert, University of Illinois at Chicago Circle
- Elizabeth Vallance, Kansas State University

CURRICULUM AND CULTURAL VALUES

Ch/Critic: William H. Schubert, University of Illinois at Chicago Circle

Presenters:

- Daniel Tanner, Rutgers University, "Two Cultures" and the Great Curriculum Divide
- William D. Taylor and Robert Welker, The Ohio State University, Curriculum Matching Systems: The Value Dimension
- Madhu Suri Prakash and Emily E. Robertson, Syracuse University, Ethical and Metaethical Relativism - A Consideration of Two Philosophical Theories and their Implications for Moral Education

Respondents:

- Harry S. Broudy, University of Illinois
- Philip L. Smith, The Ohio State University

DELIBERATIVE CURRICULUM THEORY: A MANIFESTO AND SOME IMPLICATIONS

Chair: John Olson, Queen's University

Participants:

- William A. Reid, University of Birmingham, Deliberative Curriculum Theory: A Manifesto
- G. Thomas Fox, Jr., University of Wisconsin and John Elliott, Cambridge Institute of Education, Deliberative Curriculum Theories and Teacher Education: Lessons Drawn from Teacher-Focused Action Research
- Ian Westbury, University of Illinois at Urbana-Champaign, What Drives Education: Implications for Deliberative Theory

Critics:

- Edmund C. Short, Pennsylvania State University
- James Dillon, University California, Riverside

SOCIETY FOR THE STUDY OF CURRICULUM HISTORY

As announced in the preceding newsletter, the Proceedings of the 1978 and 1979 meetings are now available for $4 (Society members) and $4.50 (non-members) from:

Dr. Murry Nelson
President, Society for the Study of Curriculum History
Pennsylvania State University
College of Education
Division of Curriculum and Instruction
Chambers Building
University Park, PA 16802

The Table of Contents follows below for information purposes:

PAPERS OF THE SOCIETY FOR THE STUDY OF CURRICULUM HISTORY

Laurel N. Tanner	Introduction
Arthur G. Wirth	What we Can Learn from our Experiences with the Deweyan Tradition
Mary Louise Seguel	Conceptualizing Method: A History
Arthur G. Wirth	Educational Control for Crazy-Making: Notes Toward an Alternative
Murry R. Nelson and H. Wells Singleton	FBI Surveillance of Three Progressive Educators: Curricular Aspects
R. Freeman Butts	The Progressive Malaise of Revisionist Historians—As Seen by a Progressive
Hollis L. Caswell	The Revisionist Historians and Educational Practice
J. Paul Leonard	The Revisionist Historian and Educational Theory
Paul C. Violas	Progressives and Revisionist History
R. V. Bullough, Jr.	Curriculum History: Flight to the Sidelines or Source of New Vitality?
J. Stephen Hazlett	Conceptions of Curriculum History
O. L. Davis, Jr., & George L. Mehaffy	An Elusive Quarry: On the Trial of Curriculum History
Kate Strickland	Research into the Curriculum, 1918-1938: Highlights of the Work of the First Generation
Murry R. Nelson and H. Wells Singleton	Richmond and Berkeley: Paradigms for Curriculum Innovation at the Turn of the Century

GENEALOGICAL STUDIES IN THE CURRICULUM FIELD

Bill Schubert, Ann Schubert, and George Posner wish to thank those who returned the "In Your Judgment" questionnaires. This represents the second phase of the "genealogical" studies of the curriculum field; the first phase was published in The Journal of Curriculum Theorizing 2 (2), 1980, pp. 37-67. If some have not yet returned their questionnaire, it is not too late. The effort is greatly appreciated. Questionnaires may be returned to Bill Schubert.

SIG MONOGRAPH SERIES

The idea of a SIG monograph is being pursued. The SIG would be able to support such an effort on an every second year basis if dues were raised to $5 or $6. It could also be available to members at cost—approximately $5. Clearly, this is less than many books. It could be designed on a similar basis as the Proceedings of the Society for the Study of Curriculum History. Hopefully, the collection of readings would be a useful supplement to curriculum courses. Please express your ideas in writing to one of the officers, or bring them to the business meeting in New York.

CALL FOR PAPERS - URBAN HIGHER EDUCATION RESEARCH

The East Coast Forum on Higher Education Research will be held in New York City on March 19, 1982, at the City University of New York Graduate Center. The Forum, which is being sponsored by the National Institute for Education and The City University of New York's Center for Advanced Study in Education will deal with a broad range of research issues related to changing populations/faculty/standards/values and curriculum in urban colleges. Papers and proposals for symposia must be postmarked by January 15, 1982. Guidelines may be obtained by writing to:

Dr. Deanna Chitayat, (Room 300A)
Center for Advanced Study in Education
City University of New York Graduate Center
33 West 42 Street
New York, NY 10036
212/221-3598

CALL FOR PAPERS - CURRICULUM THEORY CONFERENCE

A Curriculum Theory Conference sponsored by The Journal of Curriculum Theorizing will be held October 20, 21, 22, and 23, 1982, at Airlee House near Washington, D.C. A one-page abstract of a proposed paper should be submitted to:

Janet L. Miller
Old Dominion University
5215 Hampton Boulevard
Norfolk, VA 23508

Proposals should be submitted by March 1, 1982. Notification of acceptance will be June 1, 1982. Selected papers will be published in the journal.

MEMBERSHIP RENEWAL

Our call in the July NEWSLETTER for renewal of membership in the SIG seems to have come at an inopportune time, for as of December 8, only 38 of our usual 100 plus members had submitted their dues to our Secretary/Treasurer. We hope to be more successful during the holiday season. Prompt payment of dues is important to the SIG, for periodically we must submit to AERA accurate records of our paid-up members in order to retain our status as a special interest group and to secure program sessions at the Annual Meeting. Therefore, if your name does not appear on the following list, please return the form below together with your dues for [illegible]-82.

William M. Alexander	University of Florida
Ronald S. Brandt	ASCD
George A. Beauchamp	Albuquerque, NM
G. Harry Cannon	University of British Columbia
David P. Crandall	Andover, MA
Robert Donmoyer	Ohio State University
Diana Hiatt	Malibu, CA
William E. Hoffman	College of Wooster
Ladd Holt	University of Utah
Rosalind Horowitz	Univ. of Texas at San Antonio
Dorothy Huenecke	Georgia State University
Harry M. Hutson, Jr.	Columbus, IN
Victor B. Lawhead	Ball State University
Larry Lusch	Univ. of Missouri at St. Louis
Virginia M. Macagnoni	University of Georgia
Max Van Manen	University of Alberta
Colin Marsh	Murdoch University (Australia)
James H. McElhinney	Ball State University
Theona McQueen	University of Miami
Murry R. Nelson	Pennsylvania State University
Antoinette A. Oberg	University of Victoria
A. Harry Passow	Teachers College
Dennis A. Pickering	Pittsburg State University
Peggy M. Riethmiller	Michigan State University
Timothy M. Riordan	Xavier University (Ohio)
Samuel D. Robinson	University of Saskatchewan
Elise Murphy Rowe	Hinsdale, IL
Ann Lynn Schubert	Univ. of Illinois at Chicago Circle
William H. Schubert	Univ. of Illinois at Chicago Circle
Peter Seidman	Springfield, IL
Paul Shaker	Mount Union College
Edmund C. Short	Pennsylvania State University
Francine Shuchat Shaw	NYU
B. Othanel Smith	Clearwater, FL
Linda K. Tarver	Natchitoches State University
Henry J. Triezenberg	Grand Rapids, MI
Elizabeth Vallance	Kansas State University
George Willis	University of Rhode Island

Dues for the 1981-82 year remain the same: $3. SIG funds are used for the following:

- several issues of the SIG Newsletter
- payment of membership dues to AERA and secural of Annual Meeting program sessions
- mailing of occasional papers to all members

Membership for 1981-82 will be valid upon payment of $3 to SIG Secretary/Treasurer:

George Willis
Department of Education
705 Chafee Building
University of Rhode Island
Kingston, RI 02881

Enclosed is $3 ____

AERA member? Yes ____
No ____

Signed ______________________________

Address ______________________________

____

____

____

Your position ______________________________

Date ______________________________

This *Newsletter* is produced at Owens Technical College, Caller #10,000, Toledo, Ohio 43699. Michael P. Roetter, Editor.

creation and utilization
of curriculum knowledge

special interest group of the american educational research association

AERA
SIG

No. 22

September, 1982

ANNUAL SIG MEETING HELD

The Annual Meeting of the Creation and Utilization of Curriculum Knowledge Special Interest Group was held in New York in March in conjunction with the annual meeting of AERA. During this session the following officers were elected:

Chairperson and program chairperson - George Willis, The University of Rhode Island

Secretary / treasurer - Jean King, Tulane University

Newsletter editor - Robert Donmoyer, The Ohio State University

It was also decided during this session that dues for 1982-83 would be $5. In addition, Ed Short was directed to continue his efforts to establish SIG publications which will be made available to members of the SIG. Among other things, it is hoped these publications will provide incentives for prospective members to join the SIG and a reward to those who have already joined.

Members attending the recent SIG session expressed their appreciation to the following outgoing officers: William Schubert, The University of Illinois at Chicago Circle (chairperson and co-program chair); George Willis, The University of Rhode Island (secretary-treasurer); Michael Roetter (newsletter editor); and Ann Schubert (co-program chair).

Don't Forget
MEMBERSHIP RENEWAL
See last page of this newsletter

SIG SPONSORS A SIGNIFICANT NUMBER OF AERA SESSIONS

The Creation and Utilization of Curriculum Knowledge SIG sponsored or co-sponsored eight sessions and three additional roundtable presentations during the 1982 AERA meeting in New York City.

Included was a session on "Education's Credibility Image" which featured Fred Hechinger, Education Editor of the New York Times, along with Harry Broudy, Michael Kirst, and Louis Rubin.

Other sessions and papers focused on the phenomenology of language in curriculum research; John Dewey's likely response to contemporary educational research efforts; action implications of recent curriculum thought; the research and practice implications of a curriculum model emerging from Goodlad's study of schooling; curriculum development and management; curriculum and cultural values; and an updating of Schwab's deliberative curriculum theory.

The SIG was such a prominent part of this past year's AERA program for two reasons. First, chairpersons William and Ann Schubert arranged to co-sponsor sessions with other groups. Second, the SIG membership is substantial.

The number of program slots any group is allocated is directly related to the number of AERA members who have joined that organization. This fact demonstrates the importance of completing and mailing the renewal of membership form contained elsewhere in this newsletter. Such action will insure that curriculum issues will continue to be given adequate attention in subsequent AERA programs.

OUTGOING CHAIRPERSON EXPRESSES THANKS

Outgoing chairperson, William H. Schubert, wishes to express his appreciation to all members of the SIG who have helped him chair the SIG during the past several years. He also extends special thanks to Gail McCutcheon, The Ohio State University, who was the 1981-82 program chair for Division B and Philip Smith, The Ohio State University, who was the 1981-82 chairperson of the SIG on Philosophical Studies in Education. Both groups co-sponsored AERA sessions with the Creation and Utilization of Curriculum Knowledge SIG and both chairpersons contributed immensly to the success of these cooperative efforts.

BIBLIOGRAPHY OF CURRICULUM LITERATURE PROVIDED

For the past several years, Edmund Short, Pennsylvania State University, has provided SIG members with a topically organized bibliography of significant curriculum literature which was published during the previous year. Ed's most recent list is included in this mailing. His efforts to keep our SIG members informed on curriculum literature is very much appreciated.

ANNOTATED EVALUATION BIBLIOGRAPHY AVAILABLE

The literature on curriculum evaluation is scattered so widely and is expanding so rapidly that it is becoming difficult for experienced curriculum evaluators to keep abreast and almost impossible for teachers and curriculum evaluation students to find their way around this voluminous literature. Therefore, Barry Frasier, in collaboration with Karen Houghton, has published an Annotated Bibliography of Curriculum Evaluation Literature. The 150 separate abstracts contained in the publication provide a good balance between American and British writings and between references advocating quantitative approaches and those endorsing qualitative methods. The book is made easy to use through its inclusion of cross-referencing, a consolidated list of references, an author index, and a topic index.

Individuals in the United States and Canada can order this publication by sending a $15 check made payable to Annotated Bibliography Account to:

Dr. William H. Schubert
College of Education
University of Illinois
Box 4348
Chicago, IL 60680

AMERICAN HERITAGE CENTER CONSIDERS ESTABLISHING CURRICULUM HISTORY ARCHIVES

The American Heritage Center of the University of Wyoming has expressed interest in "creating a history and archival project relating to the development of the curriculum movement in the United States -- particularly at the secondary and university levels." The center already has received the papers and files of Hollis Caswell. If a more general archival project generates enough interest, the center would be interested in receiving the correspondence, manuscript drafts, speeches, articles, reprints, and books of other historically significant curriculum scholars. Packing and shipping costs could be reimbursed.

Members of the SIG who are interested in this project can contact Gene Gressley, Assistant to the President, the American Heritage Center, The University of Wyoming, Laramie, Wyoming 82071.

INFORMATION EXCHANGE INAUGURATED

The newsletter editor requests SIG members to contribute information regarding current research, scholarly activities and academic interests. A description of the activities of individual members will be published in subsequent newsletters beginning with the Winter 1983 edition. It is hoped that such publication will facilitate the development of informal networks among those who share common concerns or who may be working on a similar problem. At the very least, these informal networks should provide intelligent critics for paper drafts. Members of the SIG are encouraged to send a one page or less description of current activities to Robert Donmoyer, 202 Arps Hall, The Ohio State University, 1945 N. High Street, Columbus, Ohio 43210.

MINI-REVIEWS

Editor's Note: This is the first in a series of mini-reviews designed to alert SIG members to books which might be of interest to them. SIG members are encouraged to send mini-reviews of not more than two typed pages for inclusion in subsequent newsletters to: Robert Donmoyer, 202 Arps Hall, The Ohio State University, 1945 N. High Street, Columbus, Ohio 43210.

Evaluation of Educational Innovations

by
Barry J. Fraser and Rieke Nash
Macquarie University

Currently many teachers need practical guidance in evaluating and documenting their school-based innovations. One of the few existing sources of thorough documentation of Australian school-level innovations can be found in the reports of evaluations of projects funded by the Schools Commission Innovations Program. Evaluation of Educational Innovations draws authentic examples from Innovations Program evaluation reports to provide teachers with concrete illustrations of a wide variety of useful ways of evaluating and giving accounts of their school-based projects.

This publication makes two contributions. First, examples drawn from evaluation reports are used to illustrate some of the major aspects which might be included when describing an innovation (e.g., aims, materials, student activities, problems). Second, illustrations from these reports are employed to clarify key techniques widely used when evaluating school-based innovations (e.g., interview, observation, questionnaire).

The Australian Schools Commission's National Innovations Committee commissioned the writing and funded production of Evaluation of Educational Innovations. Inquiries about the availability of this publication and requests for complimentary copies can be sent to the authors at the School of Education, Macquarie University, North Ryde, N.S.W. 2113, Australia.

Democracy in Education: Boyd H. Bode

by
Robert V. Bullough, Jr.
The University of Utah

This book is quite different from Evaluation of Educational Innovations. It is a biography of one of the premier philosophers of education during education's progressive era. This book is like the Fraser and Nash text in one important respect: both books are exceedingly readable and quite appropriate for practitioners who may be uncomfortable with or uninterested in more abstract, more exclusively theoretical works. Bode's ideas are here, to be sure, and they are here in all their complexity. Bullough, however, presents them in clear, straightforward prose and intertwines them with a compelling narrative about Bode's personal and professional life. A particularly interesting touch is dialogues Bullough has created between Bode and other famous colleagues. These dialogues appear throughout the book.

Democracy in Education: Boyd H. Bode is published by General Hall, Inc., 23-45 Corporal Kennedy Street, Bayside, New York 11360.

COLLECTION OF PAPERS TO BE DISTRIBUTED TO MEMBERS

It is time for SIG members to renew their membership and pay the $5 dues for 1982-83. A form is included on the last page of this newsletter. There is also a form for new members.

Those who pay dues for 1982-83 will receive a copy of Conceptions of Curriculum Knowledge: Focus on Students and Teachers. This collection of papers was edited by Bill and Ann Schubert and published under the auspices of Ed Short.

In addition to the 38 members listed in the Winter Newsletter, the following people became members of the SIG for 1981-82:

Deborah R. Alexander
Oak Ridge, TN

Vernon E. Anderson
Carmel, CA

T. Aoki
University of Alberta

Roger V. Bennett
University of Wisconsin, Oshkosh

Louise M. Berman
University of Maryland

Rolland Callaway
University of Wisconsin, Milwaukee

F. M. Connelly
OISE

O. L. Davis, Jr.
University of Texas, Austin

Curtis R. Finch
Virginia Polytechnic

Jim Finkelstein
Ohio State University

Jean Clare Finnerty
West Orange, NJ

Geneva Gay
Purdue University

Naomi Hersom
University of Saskatchewan

Louis E. Hock
NYU

Andrew S. Hughes
Atlantic Institute of Education

Francis P. Hunkins
University of Washington

Joan S. Kyman
University of San Francisco

Mauritz Johnson
SUNY at Albany

Richard D. Kimpston
University of Minnesota

Jean A. King
Tulane University

David L. Laske
University of Illinois at Chicago Circle

Arthur J. Lewis
University of Florida

William T. Lower
University of Rochester

Gail McCutcheon
Ohio State University

D. John McIntyre
Southern Illinois University

John D. McNeil
UCLA

John M. Mickelson
Temple University

Janet L. Miller
Old Dominion University

Bonnie Moore
Northwestern State University

Nel Noddings
Stanford University

Norman V. Overly
Indiana University

Peter Pereira
DePaul University

William Pinar
University of Rochester

A. Leon Pines
University of Maine, Farmington

Gerald Ponder
North Texas State University

George J. Posner
Cornell University

Jerry Reece
New Mexico State University

Jessie A. Roderick
University of Maryland

Michael P. Roetter
Owens Technical College

Galen Saylor
Lincoln, NE

Philip L. Smith
Ohio State University

Bernard Spodek
University of Illinois

George W. Stansbury
Georgia State University

Daniel Tanner
Rutgers University

Laurel N. Tanner
Temple University

Bob L. Taylor
University of Colorado

Tom C. Venable
Indiana State University

Tom Rusk Vickery
Syracuse University

H. C. Waxman
Springfield, Illinois

Herbert B. Wilson
University of Arizona

Vivian C. Wolf-Wilets
University of Washington

The following members have already joined the SIG for 1982-83:

David Laske
University of Illinois at Chicago Circle

Colin Marsh
Murdock University (Australia)

Thomas Roby
Chicago, IL

Michael Roetter
Owens Technical College

Galen Saylor
Lincoln, NE

Tom Rusk Vickery
Syracuse University

George Willis
University of Rhode Island

Newsletter
for the

CREATION AND UTILIZATION
OF CURRICULUM KNOWLEDGE
SPECIAL INTEREST GROUP

of the

American Educational
Research Association

Chairperson: George Willis
Secretary/Treasure: Jean King
Editor: Robert Donmoyer

Membership Forms

Remember to renew your SIG membership right away by using the form found directly below. Use the second form to invite a colleage to join the group. Dues for the 1982-83 year are $5. Those who pay 1982-83 dues will receive a complimentary copy of Conceptions of Curriculum Knowledge: Focus on Students and Teachers edited by William and Ann Schubert.

Mail forms and dues to:

Jean A. King, secretary/treasurer SIG
Department of Education
Tulane University
New Orleans, LA 70118

Membership Renewal Form

Please renew my membership in the Creation and Utilization of Curriculum Knowledge SIG. Enclosed is my check or money order for $5 made payable to: Creation and Utilization of Curriculum Knowledge SIG.

Name: ____

Address: (if this is a new address please check ___)

____
Street

____
City State Zip

Professional position: ________________________________

Date: ____________________

Member of AERA: ________ yes ________ no

New Member Form

I would like to become a member of the Creation and Utilization of Curriculum Knowledge SIG. Enclosed is my check or money order for $5 made payable to: Creation and Utilization of Curriculum Knowledge SIG.

Name: ____

Address: ____
Street

____
City State Zip

Professional position: ________________________________

Date: ____________________

Member of AERA: ________ yes ________ no

A SAMPLING OF SIG-RELATED STUDIES, 1981-82

Prepared by
Edmund Short
The Pennsylvania State University

Status of Curriculum Inquiry

McCutcheon, Gail, "Curriculum Theory: This Issue," *Theory Into Practice*, 21 (Winter, 1982), 2-3.

Schubert, William H., "The Return of Curriculum Inquiry from Schooling to Education," *Curriculum Inquiry*, 12(Summer, 1982), 221-232.

Strickland, Kate, "Research into the Curriculum 1918-1938: Highlights of the Work of the First Generation," pp. 51-59 in Laurel N. Tanner (ed.), *Papers of the Society for the Study of Curriculum History*. University Park, PA: The Society, College of Education, Penn State University, 1981.

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Curriculum Inquiry Methodologies

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creation and utilization of curriculum knowledge

special interest group of the american educational research association

AERA SIG

No.23 March, 1983

SIG TO SPONSOR SESSIONS AT 1983 AERA MEETING

The Creation and Utilization of Curriculum Knowledge Special Interest Group will sponsor a number of sessions at the 1983 Annual Meeting of the American Educational Research Association to be held in Montreal, April 10-15. A special invited address will be presented by William F. Connell of the University of Sydney, Australia. Critics for this session will be William Schubert, University of Illinois, Chicago; George Posner, Cornell University; and Ralph Tyler, Science Research Associates. SIG chairperson, George Willis, will preside. A review of Dr. Connell's book can be found elsewhere in this newsletter.

Other sessions are entitled: "Grading, Parent-Teacher Conferences, and Homework: Their Influences on the Curriculum"; "What's Happening in Canadian Curriculum Studies: Overview and Appraisal"; "What to Do About Curriculum Deliberation"; and "Exploring Settings as a Source for Global Community Curriculum." The SIG will also sponsor a round-table session entitled "The Generation of a Cultural Mode of Rationality: Methodological and Pedagogical Implications for the Creation and Utilization of Curriculum Knowledge and Research."

Times, locations and specific paper titles and presenters for these sessions are presented on the final two pages of this newsletter.

SIG BUSINESS MEETING TO BE HELD

The Annual Business Meeting of the SIG will be held on Tuesday, April 12, 1983 from 6:15-7:45 pm in the Matapedia Room of the Queen Elizabeth Hotel in Montreal, Canada. This business session is held in conjunction with the Annual Meeting of the American Educational Research Association. All SIG members attending AERA are encouraged to attend the SIG business session.

FROM THE CHAIR

As Chair for the SIG, I invite and urge members to attend this year's business meeting in Montreal. As usual, the meeting will provide an opportunity to meet other SIG members and to decide on SIG activities and officers for the coming year. This year we will also need to address an issue which we have not addressed before. Currently, AERA is considering policies which would require each SIG to adopt a formal constitution and specific terms for officers. Our SIG has functioned well informally in the past. Our major problem has been recruiting volunteers to keep us running, not holding elections among campaigning candidates. Still, we may have reached a point where we will need more than the usual number of volunteers this year, some perhaps to serve on a committee to draw up a constitution for the SIG. If you are willing to serve the SIG in some capacity or have issues or ideas we should discuss, please attend the business meeting. If you cannot attend, contact me at the address below. I will be happy to place your ideas on the floor or your name in nomination at the business meeting.

At last year's meeting we voted to increase membership dues to $5 and to include as part of membership an annual (or so we hope) publication of the SIG. As a result, this year's members are receiving Conceptions of Curriculum Knowledge: Focus on Students and Teachers, a collection of papers from SIG-sponsored sessions at the 1981 Annual Meeting in Los Angeles. Our ability to continue this kind of activity is in part contingent upon our secural of adequate program space at annual meetings, which is in part contingent upon the up-dated list of paid members we must periodically forward to AERA; so our perpetual appeals for prompt yearly renewal of memberships are not idle. The membership year runs from annual meeting to annual meeting. If you have not renewed for 1982-83, please do so now. After the annual meeting in Montreal we hope to canvass promptly for memberships for 1983-84.

Because of such problems, we were allotted one less session at Montreal than we were otherwise entitled. Nonetheless, by co-sponsoring several sessions with Division B, we were able to sponsor most, though not all, of the sessions we would have liked to sponsor. (Descriptions of all our SIG-sponsored sessions appear elsewhere in this newsletter.) One session of special note is also a result of a decision made at last year's business meeting. That session is our First Annual SIG Invited Address, "Science, Technology, and Curriculum Knowledge in the 20th Century: An Historical Critique," to be delivered by William F. Connell, University of Sydney, Australia. The session is scheduled for Tuesday, April 12, 10:35 am - 12:05 pm, in the St. Maurice Room of the Queen Elizabeth Hotel.

I wish to thank Robert Donmoyer, Diana Hiatt, George Posner, William Schubert, and Edmund Short, who served as program readers, conducting blind reviews of all proposals submitted this year to the SIG.

George Willis
Department of Education
705 Chafee
University of Rhode Island
Kingston, RI 02881

IN MEMORIAM

We regret to announce the death of Lawrence Stenhouse of the Centre for Applied Research in Education (CARE), University of East Anglia, U.K. Dr. Stenhouse made a major contribution to the field. He pioneered efforts to make curriculum research and evaluation meaningful to practitioners and built bridges between the university community and the public schools. His contribution to our field was extremely important. We are all saddened by his passing.

VOLUMES ON CROSS-CULTURAL EDUCATION PUBLISHED

Georgia State University's Center for Cross-Cultural Education has published two volumes examining important educational issues from the perspectives of the social sciences and the humanities. Volume 1 is entitled Poverty, Power and Authority in Education: Cross-Cultural Perspectives. It contains papers by Harold Silver, Michael F.D. Young, and Edgar Z. Friedenberg.

Volume 2 is entitled Different People: Studies in Ethnicity and Education and features articles by Lung-chong Yound, "Identity, Conflict and Survival Mechanisms for Asian-Americans"; Helen Safa, "Caribbean Migration to the United States: Cultural Identity and the Process of Assimilation"; and John Raynor, "Race and Education in Britain: Interpreting British Policies in the 1960s and 1970s."

To order, send $4 for Volume 1 and $5 for Volume 2 (postpaid, United States and Canada only) to: Center for Cross-Cultural Education, College of Education, Georgia State University, University Plaza, Atlanta, Georgia 30303.

CURRICULUM THEORY CONFERENCE TO BE HELD

The Journal of Curriculum Theorizing's Fifth Conference on Curriculum Theory and Practice will be held October 19-22, 1983. This year's conference will be co-sponsored by the University of Dayton and will be held at the University's Bergamo Center in Dayton, Ohio. This comfortable yet inexpensive conference facility rests on 250 acres of wooded and open land. It is easily accessible by car from most points in the mid-east and mid-west regions, and from other points in North America via the conveniently close-by Dayton International Airport. For further information write: The Editors, The Journal of Curriculum Theorizing, 53 Falstaff Road, Rochester, New York 14609

CURRICULM HISTORY SOCIETY ANNOUNCES PROGRAM

The Sixth Annual Meeting of the Society for the Study of Curriculum History will be held on April 10 and 11, 1983 in Montreal, Canada. The Society was founded in 1977 and is dedicated to the furthering of scholarly work in curriculum history.

Much of this year's program has an international flavor. William F. Connell, Professor Emeritus, University of Sydney, Australia, will present "The Pattern of Development in Twentieth Century Curricula", drawing from his 1980 book, A History of Education in the Twentieth Century World. George S. Tomkins, Professor-Coordinator, Center for the Study of Curriculum and Instruction, Faculty of Education, University of British Columbia, Canada, will present "Historical Reflections on the American Curriculum Impact in Canada." Daniel G. Mulcahy, Professor, Department of Education, University College, Cork, Ireland, will present a philosophical and historical overview of change in Irish secondary curriculum, 1962-82. Barry J. Fraser, Head of the School of Curriculum Studies, Western Australian Institute of Technology, will present a paper on the history of curriculum evaluation, drawing upon his recent book, Annotated Bibliography of Curriculum Evaluation Literature. Finally, Mary Louise Seguel, Northern Illinois University, will present an analysis of historical precedent and possibility for global education.

Other events include papers by Gerald W. Jorgenson, John Carroll University, "Variations on a Theme: An Historical Analysis of IGE, Mastery Learning, and IPI" and Craig Kridel, Ohio State, "Further Discussions of the Curriculum Theory of Castiglione and Elyot."

In addition, a symposium, "Research in Curriculum History: A Conversation" will be presented by Barry Franklin, Herbert Kliebard, Daniel Tanner, and Wayne Urban. This symposium is co-sponsored by the Society and Divisions B and F of AERA.

Further information about the conference or the society in general can be obtained by contacting the current president, William H. Schubert, College of Education, University of Illinois at Chicago, P. O. Box 4348, Chicago, IL 60680 (312-996-5628).

CURRICULUM JOURNAL AVAILABLE

The Journal of Curriculum Theorizing appears quarterly and contains the latest thinking on curriculum theory, research, practice, design, and evaluation. Members of the SIG who wish to subscribe can do so by sending a check for $28 for a one-year subscription, $48 for a two-year subscription, or $68 for a three-year subscription to: Ms. Margaret S. Zaccone, Financial Officer, The Journal of Curriculum Theorizing, 53 Falstaff Road, Rochester, N.Y. 14609.

MINI-REVIEW

Editor's Note: This is the second in a series of mini-reviews designed to alert SIG members to books which might be of interest. SIG members are encouraged to send mini-reviews of not more than two typed pages for inclusion in subsequent newsletters to: Robert Donmoyer, 202 Arps Hall, The Ohio State University, 1945 N. High Street, Columbus, OH 43210. The editor wishes to thank William Schubert for the following review.

Connell, William F. A History of Education in the Twentieth Century World. New York: Teachers College Press (and The Curriculum Development Centre of Australia), 1980.

This review may serve as an introduction for some SIG members to the work of William F. Connell (Professor Emeritus of the University of Sydney) who will deliver our invited address at the 1983 annual meeting in Montreal.

At first glance, the title of Connell's book may strike the reader as presumptuous. However, one has only to begin reading to realize that Professor Connell's work admirably represents the title. It is evident that this book is prepared with the most meticulous scholarship. In fact, the research process took more than twenty-five years and travels to many parts of the world. The result is 478 double-sized pages, the equivalent of 956 regular-sized pages. The book opens wide as a coffee table show-piece and is endowed with a rich supply of photographs of persons, places, and documents germane to the history of education in the twentieth century.

True to the title, Connell provides the reader with many neglected perspectives on the twentieth century development of educational theory and practice with representative emphasis on the U.S.A., Europe (especially France and Germany), the U.S.S.R., Africa, China, Great Britain, India, and Japan. While little is said of Latin America, third world educational development is more fully represented than in any other history of education that I know.

Following an introduction, the book's fifteen chapters are divided into three sections. Part One is "Educational Awakening 1900-16"; it treats social efficiency, the Herbartian movement, Dewey, origins of a science of education, and pre-WWII progressive educators. Part Two is called "Educational Aspiration 1916-1945," and includes emphasis on post-war educational reform, education between the wars in the U.S.S.R., Italy, Japan, and Germany, the growth of progressive education and educational psychology in the 1920s and 1930s, and colonial education in China, India, and Africa. The concluding part, "Educational Reconstruction and Expansion 1945-75," interprets the remaking of secondary and higher education in Europe, the U.S.A., and Japan following WWII; educational revolution in developing countries; and educational change in China and the U.S.S.R.

Another chaper in this third part is entitled "Trends in Educational Research and Curriclum Development," and deals with post-1940 educational sociology, research on teaching, and child development in the educational research section. The curriculum development portion includes heavy emphasis on the curriculum reform movement, and change at the primary and pre-school levels. Little is said about productive varieties in curriculum thought since 1965.

Seasoned curriculum scholars, beginning students of the field, and serious practitioners should find the perspective provided by this book invaluable. It is one of the best sources that I have found for augmenting historical and contextual awareness of the curricularist.

William H. Schubert
Associate Professor
University of Illinois at Chicago

NETWORK MAKING

Editor's Note: The following two items are a response to a request in the previous newsletter for members to share current interests and research efforts.

The editor wishes to thank the two contributors and to encourage other members of the SIG to send a one-page or less description of current activities to: Robert Donmoyer, 202 Arps Hall, 1945 N. High Street, The Ohio State University, Columbus, Ohio 43210. These descriptions will be included in subsequent newsletters.

NUCLEAR WEAPONS AND THE CURRICULUM

In the last Newsletter, Bob Donmoyer asked that we share current and projected research interests. We would like to share our concern for the implications of the anti-nuclear war issue for curriculum inquiry. We are convinced that ideas deep within this problem relate to the deepest of curricular concerns; moreover, the issue bears both on the nature of educational research and the purpose of education in society. To read the now popular works of Jonathan Schell (The Fate of the Earth), Mary Caldicott (Nuclear Madness: What You Can Do), Robert Scheer (With Enough Shovels: Reagan, Bush, and Nuclear War), and Nuclear War: What's In It For You? by Ground Zero, is to know that a massive public spirit is emerging to counter what is now referred to as "psychic numbing" against thinking about this issue.

The scholarly literature, too, reflects concern for the nuclear problem. This literature was carefully analyzed by a number of eminent scholars in a recent issue of Teachers College Record (Fall 1982, Volume 84, Number 1) devoted entirely to this topic. Physicians, clergy, musicians, psychologists, and educators have all been active in the movement for social responsibility, and it is a movement that is global in thrust, perhaps more fully emphasized elsewhere than in the United States. Recently, The Chronicle of Higher Education (January 12, 1983, XXV, 18) carried a major article entitled "Rush of Books Urge Disarmament as Scholars Join Nuclear Debate." Of particular note are: Indefensible Weapons: The Political and Psychological Case Against Nuclearism (Basic Books, 1982) by Robert Jay Lifton, a Yale psychiatrist, and Beyond the Cold War: A New Approach to the Arms Race and Nuclear Annihilation (Pantheon Books, 1982) by E.P. Thompson. According to a report by Robin Burns of La Trobe University in Australia (in the Newsletter of the Australian Curriculum Interest Group, 4, 2, August 1982) there is a proposal for an Australian Peace and Development Research Institute. Existing models for related institutes exist in Norway, Sweden, Belgium, Costa Rica, India, Finland, the Federal Republic of Germany, Italy, and the Netherlands. The article also noted a bill before the U.S. Congress to establish a National Academy of Peace and Conflict Resolution.

We are interested in exploring the educational implications and research possibilities of this movement. How should those who develop curricula respond to this issue? What responses are currently being made? Does the problem provide a new justification for the ideology of education as reconstruction?

Toward this end we have organized an AERA session (AERA # 39.39) to be sponsored by the Student Division of AERA. It will explore these and related questions. It is scheduled to be held on Thursday, April 14, 1983, in the Ballroom Centre (fourth floor) of the Sheraton Hotel, 10:35 am - 12:05 pm. Participants will include Maxine Greene (Teachers College, Columbia University), Steven Selden (University of Maryland), Cheryl Koopman (Harvard Medical School), William Schubert (University of Illinois at Chicago), and Stanley Elam (Phi Delta Kappa). We want to note that Dr. Elam is collecting information on curricular and instructional responses to the threat of nuclear war.

If readers are aware of innovations in this area, they should write to Dr.

Elam at Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402. We welcome those who share an interest in this topic to also write to us: William H. and Ann L. Schubert, College of Education, University of Illinois at Chicago, P. O. Box 4348, Chicago, IL 60680.

STUDY OF EVALUATION USE CONDUCTED

A colleague and I recently completed a year-long study of the process of evaluation use in a large city school district for the National Institute of Education. Based on extensive naturalistic data gathering, the research documents how local school administrators use evaluation information generated by the district's research and evaluation unit. This data was used to construct a framework for conceptualizing the evaluation use process in a local education authority.

The findings of the study question recent assumptions about evaluation reporting procedures and collaboration as remedies to the problem of use. The data suggest that these may work in some instances but not in others, because both the use and non-use of evaluation were found to be viable and "rational" alternative responses to the evaluation process in the complex political environment of a school bureaucracy.

To the factors contributing to evaluation use suggested in the recent literature, this study added or revised three concepts. First, we discovered a distinction between what users said they believed in and what they acted upon and apparently believed in. This difference between "espoused theories" and "theories-in-use" means that evaluation processes and products may be used by decision-makers, but not in a direct and predictable manner. Second, the personal factor discussed by Patton and others was expanded to include dimensions of the self-confidence of the primary users and the receptivity of the organizational context. Third, we found that high level managers with decision authority, the people with clout, must care about the evaluation process and assure it moves forward if evaluation is to be used.

Our conceptual framework for discussing the evaluation use process describes two "types" of evaluation use: "signalling," whereby information is sent out of the system to signal that required activities are proceeding as mandated; and "charged," whereby the user takes the information and uses it either instrumentally or persuasively. The process of evaluation use was found to include evaluation activities, evaluation use products, i.e., users' actions and their changes in attitude, and the written evaluation products--informal reports (e.g., memos, short reports and brief data summaries) and more formal written reports. The evaluation process was observed to be dynamic and ongoing, using evaluation activities and products throughout the evaluation period. Finally, the range and variety of evaluation use recorded during the year's observations suggested a domain of charged use that assumes that use, non-use, and misuse of evaluation processes and products are all realistic forms of evaluation use in real world contexts such as LEA's.

The implications of these findings are that evaluators and decision-makers who wish to use the evaluation process to guide rational change must become increasingly sensitive to the difficulty of conducting and using evaluations in the complex interpersonal and political settings of pressured school district organizations. Skilled evaluators need to learn to recognize when a situation calls for an evaluation "signal" and when instead a more extended evaluation process is in order. Finally, by recognizing the nature of charged use, whether instrumental or persuasive, evaluators should be able to work more effectively with decision-makers to increase use. Considerations for future research conclude the report.

Jean A. King
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New Orleans, LA 70118

SIG-SPONSORED
AERA SESSIONS FOR 1983

SIG Invited Address

Science, Technology and Curricilum Knowledge in the 20th Century: An Historical Critique

Tuesday, April 12, 10:35am-12:05pm, Queen Elizabeth (St. Maurice)

Chair: George Willis, University of Rhode Island

Invited Speaker: William F. Connell, University of Sydney (Australia)

Discussants: William H. Schubert, University of Illinois, Chicago; George J. Posner, Cornell University; Ralph W. Tyler, Science Research Associates

SIG-Sponsored Symposia

What to do about Curriculum

Tuesday, April 12, 8:15-10:15 am, Queen Elizabeth (St. Maurice)

Chair/Discussant: Elizabeth Vallance, Kansas State University

Participants: Peter Pereira, DePaul University, "Perception and the Practical Arts"; Thomas W. Roby, Chicago City Colleges, "Habits and Impeding Deliberation"; William Knitter, Concordia University, "Pluralism and the Eclectic Arts"; Ilene B. Harris, University of Minnesota Medical School, "Communicating the Character of Deliberation"

Exploring Settings as Source for Global/ Community Curriculum

Monday, April 11, 4:05-6:05 pm, Queen Elizabeth (St. Laurent)

Chair: Virginia M. Macagnoni, University of Georgia

Participants: Ted. T. Aoki, University of Alberta, "A Dialectic Between Conceptual World and Lived World: A Way of Understanding Community Life"; Louise Berman, University of Maryland, "Persons, Settings, and Curriculum"; Norman Overly, Indiana University, "Contributions of Ethnographic Research to Curriculum: New Harmony, Indiana"; Jessie A. Roderick, University of Maryland, "The Ethnic-Cultural World of Learners"

Grading, Parent-Teacher Conferences, and Homework: Their Influences on the Curriculum

Thursday, April 14, 8:15-10:15 am, Bonaventure (Hampstead)

Chair: Roger Cunningham, Ohio State University

Participants: Gail McCutcheon, Ohio State University, "Methods Used in Studying Practitioners' Problems"; Fred Burton, Ohio State University, "How Does Grading Influence the Curriculum?"; Karen Zuga, Kent State University, "How Do Parent-Teacher Conferences Influence the Curriculum?"; Gail McCutcheon, Ohio State University, "How Does Homework Influence the Curriculum?"

Reactors: Kelly Stevens, Hamilton Central School, "Implications for Administrators"; Chris Willmore, Westerville Public Schools, "Implications for Teachers"; B. Robert Tabachnick, University of Wisconsin, General Discussant

What's Happening in Canadian Curriculum Studies: Overview and Appraisal

Wednesday, April 13, 12:25-1:55 pm, Sheraton (Salon 8, 4th Floor)

Chair: Edmund C. Short, Pennsylvania State University

Participants: Andrew Hughes, Atlantic Institute of Education; Michel Allard, Universite de Quebec à Montreal; F. Michael Connelly, OISE; Walter Werner, University of British Columbia

Facilitating Curriculum Research by Teachers and Students

Thursday, April 14, 4:05-6:05 pm, Bonaventure (Westmount)

Details to be announced.

SIG-Sponsored Roundtable

The Generation of a Cultural Mode of Rationality: Methodological and Pedagogical Implications for the Creation and Utilization of Curriculum Knowledge and Research

Monday, April 11, 1:15-1:55 pm, Queen Elizabeth (Galerie 4)

Beverly Gordon, Ohio State University

SIG Business Session

Tuesday, April 12, 6:15-7:45 pm, Queen Elizabeth (Matapedia)

Newsletter for the
CREATION AND UTILIZATION OF
OF CURRICULUM KNOWLEDGE
SPECIAL INTEREST GROUP
of the
American Educational Research Association

Chairperson: George Willis
Secretary/Treasurer: Jean King
Editor: Robert Donmoyer

This newsletter is not an official AERA publication.

Have you joined the
CREATION AND UTILIZATION
OF CURRICULUM KNOWLEDGE
AERA Special Interest Group
for 1982-83?

-If the answer to the above question is yes, please pass on this information to a colleague who has not yet joined.

-If the answer to the above question is no, please read on.

What is the CREATION AND UTILIZATION OF CURRICULUM KNOWLEDGE Special Interest Group?

As its name implies, the "SIG" is a collection of scholars who have a strong interest in the epistemological and methodological dimensions of curriculum issues. Group members also have an interest in knowledge use. At times this interest is motivated by pragramatic concerns: e.g., some members wish to know what kinds of knowledge and what forms of reporting knowledge will be most useful to educational practitioners. Other members' interests in knowledge utilization are rooted in more political and sociological concerns: e.g., some members examine how knowledge is used to suppress certain groups of people within the larger society.

What are the benefits of joining?

There are benefits to both individuals and to the field of education. Individuals receive periodic newsletters which include news of interest to SIG members, announcements of upcoming events, a description of recent research activities and interests of colleagues, and mini-reviews of books which normally were not published by large publishing houses and, as a result, may go unnoticed. A sample of a recent newsletter is included with this mailing. Members also periodically receive longer and more scholarly publications. For example, those who join the SIG during the 1982-83 school year will receive a free copy of Conceptions of Curriculum Knowledge: Focus on Students and Teachers, a collection of papers edited by Bill and Ann Schubert. Finally, members have an opportunity to gather together for camradarie and the exchange of information at the SIG's annual meeting held in conjunction with the annual meeting of the American Educational Research Association.

There is also a benefit to the profession when individuals join the SIG. A large membership insures that curriculum issues will be given significant attention on the AERA Annual Meeting program. Currently AERA allocates a large percentage of annual meeting program slots to its SIG's, and the number of slots each SIG gets is determined by the size of its membership.

How does one become a member?

Simply fill out either the "Membership Renewal Form" or the "New Member Form" on the back of this sheet and mail it along with $5 to: Jean A. King, secretary/treasurer, Curriculum Knowledge SIG, Department of Education, Tulane University, New Orleans, LA 70118

BEST COPY

To join the Creation and Utilization of Curriculum Knowledge AERA Special Interest Group or to renew your membership for 1982-83, fill out the appropriate form below and mail it along with $5 to:

Jean A. King, secretary/treasurer SIG
Department of Education
Tulane University
New Orleans, LA 70118

Please note: Dues should be in U.S. currency.

MEMBERSHIP RENEWAL FORM

Please renew my membership in the Creation and Utilization of Curriculum Knowledge SIG for 1982-83. Enclosed is my check or money order for $5 made payable to: Creation and Utilization of Curriculum Knowledge SIG.

Name:____

Address: (if this is a new address please check __)

____
Street

____
City State Zip Code

Professional position:______________________________

Date:____________________

Member of AERA: __________yes __________no

NEW MEMBER FORM

I would like to become a member of the Creation and Utilization of Curriculum Knowledge SIG. Enclosed is my check or money order for $5 made payable to: Creation and Utilization of Curriculum Knowledge SIG.

Name:____

Address:____
Street

____
City State Zip Code

Professional position:______________________________

Date:____________________

Member of AERA: __________yes __________no

creation and utilization of curriculum knowledge

special interest group of the american educational research association

AERA SIG

No. 24

November, 1983

NEWS NOTES

A number of AERA Special Interest Groups have asked us to invite interested persons to join them this year. If you are interested in any of these SIG's, please write the contact person listed below:

1. Philosophical Studies of Education ($4.00): Philip L. Smith, 139 Ramseyer Hall, The Ohio State University, Columbus, OH 43210.
2. Peace Education (forming) ($5.00): Cheryl Koopman, Box 6, Teachers College, Columbia University, New York, NY 10027.
3. Education in Field Settings ($5.00): David Thornton Moore, New York University, 715 Broadway, 6th Floor, New York, NY 10003.
4. Research Utilization ($3.00): Leslie Hergert, The NETWORK, 290 South Main Street, Andover, MA 01810.
5. Teacher Preparation Curriculum ($2.00): Ken Zeichner, University of Wisconsin, 225 North Mills Street, Madison, WI 53706.

A NEW JOURNAL

The first issue of a new journal, Phenomenology + Pedagogy, appeared in May, 1983, from The University of Alberta. Max van Manen is the editor. The journal is dedicated to interpretive and critical studies of pedagogic relations and situations. Articles are offered which yield a deep understanding of the way in which those who stand in a pedagogical relationship to children or to others are to live with them and are to be pedagogically present to them. Dialogues, Dissertation Reviews, Book Reviews, Letters, and Editorials will be included in addition to articles. International contributions and consulting editors promise an excellent new journal. For information and rates, write Max van Manen, Editor, Phenomenology + Pedagogy, 4-116 Education North, The University of Alberta, Edmonton, Alberta, Canada, T6G 2G5.

SIG MEMBERSHIP, 1983-84

Those who have not yet mailed SIG dues of $5.00 for 1983-84 may do so to: Jean A. King, SIG Secretary/Treasurer. Include your full name, address, and position, and indicate whether you are an AERA member (not required). U.S. currency.

CONFERENCE HONORING MAURITZ JOHNSON, JR.

On November 4-5, 1983, at SUNY Albany, A Symposium on Curriculum Excellence convened in honor of Professor Mauritz Johnson, Jr., of that university, who is retiring. Professor Johnson was Co-Chair of this SIG in 1973-74. Papers presented at this symposium by Urban Dahllöf, Diane Ravitch, Maurice Eash, Robert Stake, George Beauchamp, Jane Roland Martin, Daniel Duke will be published in a few months, together with responses by Philip Foster, Paul Vogt, Joseph Basco, Edward Kelly, George Posner, James McClellan, and Thomas Curtis. Proceeds will go to a Scholarship Fund named for Mauritz Johnson. Write John Etter, Education Building, SUNY Albany, 1400 Washington Avenue, Albany, NY 12222, in early 1984.

SIG-AERA - 1983 - ANNUAL MEETING

Montreal meetings, April 10-15, 1983, brought many members and associates to eight SIG sponsored or co-sponsored sessions at AERA. As always, the SIG appreciates the work of panelists, presenters, responders, and chairs. Among them were: William F. Connell, Peter Pereira, Thomas W. Roby, William Knitter, Ilene B. Harris, Ted Aoki, Louise Berman, Norman Overly, Jessie Roderick, Gail McCutcheon, Fred Burton, Karen Zuga, Andrew Hughes, Michael Allard, F. Michael Connelly, Walter Werner, Beverly Gordon, George Willis, Edmund C. Short, Virginia Macagnoni, Elizabeth Vallance, Roger Cunningham, Kelly Stevens, Chris Willmore, B. Robert Tabachnick, William Schubert, George Posner, Ralph Tyler. Planning was done by George Willis, 1982-83 SIG Chair.

The SIG Business Meeting, held in Montreal on April 12, 1983, was the largest in attendance in recent years. New officers for 1983-84 were chosen:

Chairperson:	Peter Pereira, School of Education, De Paul University, 2323 North Seminary Avenue, Chicago, IL 60614, (312) 321-8119.
Secretary/Treasurer:	Jean A. King, Department of Education, Tulane University, New Orleans, LA 70118, (508) 865-5342.
Newsletter Editor:	James F. Nolan, 122 Pardee, Lafayette College, Easton, PA 18042, (215) 520-5230.

Membership and financial reports were given, and a review of the year's accomplishments were reported, including the publication and distribution to the membership of the booklet, "Conceptions of Curriculum Knowledge," edited by William and Ann Schubert. The idea of an Invited Address was commended (given this year by William Connell) and another next year was urged. The possibility of another publication during the coming year was also discussed. Items for the newsletter were invited from persons wishing to communicate their work or suggestions to the SIG membership.

RARE COLLECTION OF CURRICULUM GUIDES

Marilyn Winters has drawn to our attention a problem which SIG members may wish to assist in solving. It concerns the need to preserve a rare collection of curriculum guides at Teachers College, Columbia University. The following is an excerpt from her letter to William Schubert.

The purpose of this letter is to bring your attention to the old and rare collection of curriculum guides from T.C., Columbia. The collection is in a sad state of disrepair, many of the guides are crumbling with age, and, the most disturbing fact of all, is that there seems to be no funds available to repair or even film them. Slowly but surely, the documents are being lost or stolen, a fact which came to my attention while working on my dissertation. Several colleagues suggested that I write to you to see if funds are available to help Teachers College preserve this priceless collection of educational materials.

At present, I have 26 documents in my possession, including the oldest one dated 1871. There are, however, many more in the library at Teachers College. The librarian who entrusted the guides to me, Susan Heintzelman, could provide, I'm sure, all the information you need as to the exact number of guides in the collection.

I would dearly love to see the guides preserved in some manner for the future.

Write: Marilyn Winters, P.O. Box 435, Carnelian Bay, CA 95711.
Phone: (916) 583-8284.

CURRICULUM JOURNAL ADDRESSES

Curriculum Inquiry, Editor, F. Michael Connelly, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6. Subscriptions $40.00 from John Wiley & Sons, 605 Third Avenue, New York, NY 10058.

Journal of Curriculum Studies, North American Editor, Ian Westbury, Department of Secondary Education and Curriculum Laboratory, University of Illinois, 1212 West Springfield Avenue, Urbana, IL 61801. Subscriptions $45.00 from Taylor & Francis, Ltd., Account 00 109 567, Bankers Trust Company, P.O. Box 9137, Church Street Station, New York, NY 10049.

Curriculum Perspectives, Editor, Colin Marsh, School of Education, Murdock University, Murdock, Western Australia 6150. Subscriptions $19.00 (Australian) from Ian Kerr, Business Manager, West Australian College of Advanced Education, Claremont Campus, Goldsworthy Road, Claremont, Western Australia 6010.

Journal of Curriculum Theorizing, Editor, William F. Pinar, University of Rochester, Manuscripts and Subscriptions ($28.00) from the Journal, 53 Falstaff Road, Rochester, NY 14609.

Perspectives on Practice (ASCD), Editor, O. L. Davis, Jr., EDB 428C, University of Texas at Austin, Austin, TX 78712. Subscriptions (not yet established) from Association for Supervision and Curriculum Development, 225 North Washington St., Alexandria, VA 22314.

RECENT COMMISSION REPORTS

A search is underway for examples of rigorous analyses of recent commission reports concerning American education. Those which deal with many or all of the reports that have been issued to date and which primarily examine in comparative fashion their curricular findings or recommendations are especially being sought. If you see such an analysis that seems particularly well done, from the point of view of curriculum knowledge and practice, please send a copy or the citation to: Edmund C. Short, 141 Chambers Building, University Park, PA 16802. Thanks.

FROM THE CHAIR

Plans have been completed for the Annual Meeting Program next April in New Orleans. Although membership was down slightly this year, we did not lose any of our allotted space on the program. The SIG is sponsoring, or co-sponsoring, two paper sessions, four symposia, one invited symposium ("Computers in the Curriculum. Visions and Realities"), and two innovative roundtable sessions. It is an exciting program. Details about all sessions will be in the next newsletter, due out in early March.

One of the roundtable sessions, organized by Bill Schubert, deserves special mention now. Ed Short, George Willis, and Bill have agreed to put together a history of the SIG: its origins, activities, and organization. This is an opportunity for us, not only to consider where we have been but also to take a look at where we are going. With this in mind, I have committed myself to put together some thoughts on the future directions which the SIG might take. If you have ideas about this, I would like to hear from you. Better yet, plan to attend this session and join in the discussion.

I would like to thank Elaine Atkins, Jim Dillon, Ilene Harris, Diana Hiatt, Jean King, George Posner, Tom Roby, Bill Schubert, Ed Short, Elizabeth Vallance, Tom Vickery, Hersh Waxman, and George Willis all of whom took the time to review proposals for the Annual Meeting. Their thoughtful reviews were of great help in putting together a strong program and are deeply appreciated.

Peter Pereira

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A 1982-83 Bibliography of SIG-related studies, prepared by Edmund C. Short, The Pennsylvania State University in June, 1983, appears in the following pages.

This newsletter is not an official AERA publication.

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McCutcheon, Gail, "Qualitative Curriculum Evaluation," pp. 1503-1506 in Harold E. Mitzel (ed.), Encyclopedia of Educational Research, Fifth Edition. New York: Macmillan Free Press, 1982.

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creation and utilization of curriculum knowledge

AERA
SIG

special interest group of the american educational research association

NO. 25 MARCH, 1984

FROM THE CHAIR

This issue of the Newsletter presents our part of the program for the Annual Meeting to be held in New Orleans from April 23 - 27. Although we were allotted only three sessions, we were able to put together an exciting program by co-sponsoring sessions with others. We have continued the tradition of inviting a session, this year a symposium on microcomputers and curriculum featuring two speakers who are extremely knowledgeable in the field but new to AERA meetings. We are experimenting with two innovative formats; a series of critiques of outstanding articles in curriculum and a session to consider the activities of the SIG. In addition, we are sponsoring four symposia, two paper sessions, and one roundtable paper. Read on for further deatails.

I would like to thank all of you who have helped put this program together. Participants, without whom there would be no program, are listed in this Newsletter; proposal reviewers, who also make an essential contribution, were listed in the last Newsletter. In addition, I would particularly like to express my appreciation to Bill Schubert, who never failed to respond to calls for advice, and to Karen Kepler Zumwalt, Program Chair of Division B, without whose help we would not have been able to sponsor so many sessions.

I urge all SIG members to attend these sessions and to bring your colleagues. I would also like to urge you to renew your membership for 1983-84 if you have not already done so. Renewal notices for 1984-85 will be sent out shortly after the Annual Meeting, but it is not too late to join for this year.

I look forward to seeing you in New Orleans.

Peter Pereira

SIG BUSINESS MEETING

Tuesday, April 24 Sheraton
6:15-7:45 Estherwood

The annual Business Meeting of the SIG will be held on Tuesday, April 24 from 6:15 to 7:45 p.m. in the Estherwood Room of the Sheraton Hotel in New Orleans. This meeting, held in conjunction with the Annual Meeting of the American Educational Research Association, immediately follows a special round table session on the history and activities of the SIG (see below). All SIG members are encouraged to attend. The agenda will include a report from the program chair and from the treasurer, discussion of next year's program and activities, and election of next year's officers.

HISTORY OF THE SIG

Tuesday, April 24 Sheraton
4:05-4:45 Pontchartrain B

A special roundtable session has been organized by Bill Schubert for the annual meeting program on Tuesday. Organizers of the SIG, former chairs, the current chair, and interested members will meet to discuss the origins, development, and future directions of the SIG. This is an opportunity for all of us to get together to consider where we have been and where we are going. Following the formal session, we will adjourn to a more salubrious location to continue the discussion and prepare for the annual Business Meeting.

Participants:
Edmund Short - Initial Conception
George Willis - Professional Activities
William Schubert - Scholarly Contributions
Peter Pereira - Future Directions

INVITED SYMPOSIUM

Computers in the Curriculum: Visions and Realities

Thursday, April 26* Marriott
10:35-12:05 Bonaparte Room
*Note change of day in Program Supplement

We have been deluged recently with extravagant promises about the coming revolution in curriculum, a revolution scheduled to take place when microcomputers have completed their invasion of United States' classrooms. In fact, the invasion is well underway. If it is to have a constructive outcome, we must be clearer about what it might accomplish. Are microcomputers merely a means for doing traditional tasks more efficiently? Or could they change our guiding conceptions of knowledge, of learning, and of the social context of classrooms? What might be their effects on the larger social context? What kinds of empirical evidence might help us to understand their potential impact on curricula? What sort of research is needed if we are to exploit their educational potential and avoid their misuse?

This symposium, invited by the SIG and Division B, will look at these questions from two different perspectives. Drawing upon his experience with mathematics and science curricula, Robert Tinker, from Technical Education Resource Centers, will analyze what can realistically be expected from computers, discuss the liklihood that these expectations will be realized and suggest ways in which our curriculum conceptions might actually be changed.

Hugh Burkhardt, from the the Shell Centre for Mathematics Education at the University of Nottingham, will report on research which shows that a computer programmed as a "teaching assistant" can transform the social and intellectual context of classrooms. His analysis of what has taken place in England, where the microcomputer revolution is further advanced than in the United States, suggests that computers have changed the way teacher and students relate to each other, much as paraprofessionals have changed the practice of other professions.

Following these two presentations, Karen Sheingold, Director of the Center for Children and Technology at Bank Street College of Education, will critique the papers.

SYMPOSIA AND PAPER SESSIONS

Following are brief descriptions of the other symposia and paper sessions which the SIG is sponsoring. Complete information about all of these sessions can be found at the end of this newsletter.

Classroom Decision Making in Theory and Practice

Monday Marriott
12:25-1:55 La Galerie 6

How do teachers produce and experience curriculum change in the classroom? To what extent are they willing or able to make decisions about content or to adapt to students' backgrounds? This group of papers looks at the way teachers influence the curriculum at the classroom and school level.

Sources for Curriculum: Philosophical Explorations

Monday Marriott
4:05-6:05 Mardi Gras C

What are the enduring factors upon which curriculum decisions can be based? Can they be derived from epistemolgy, as Paul Hirst suggests? Or social circumstances, as Mathew Arnold suggests? Or everyday experience? Or some combination of factors? Though these are perennial questions, this group of papers offers some fresh perspectives based on philosophical analysis.

Toward a Theory of Action Research

Monday Marriott
4:05-6:05 La Galerie 6

This symposium compares and contrasts four perspectives on action research: those of Kolb and Argyris, construction theory, progressivisim, and phenomenological pedagogy in an attempt to develop a unified and coherent theory underlying action research.

Beyond the Measured Curriculum

Tuesday Sheraton
8:15-10:15 Grand Ballroom B

Most curriculum research has focused upon a behavioristic, rationally based curriculum design. Although this approach is of great importance to schooling, other models should also be studied. This symposium explores alternative perspectives for conceptualizing the curriculum and derives implications for future study and research.

Curriculum Rhetoric, Rituals, and Rationalities

Tuesday Sheraton
12:25-1:55 Pontchartrain D

Curriculum studies and discourse serve symbolic as well as theoretical and practical ends. From different perspectives, employing different methodologies, this symposium raises and pursues questions of curriculum rhetoric, ritual, and rationality. All participants will challenge conventional curriculum wisdom in an effort to foster reconsideration of issues too often obscurad or neglected.

Processes of Curricular Change in Medicine

Thursday Sheraton
8:15-10:15 Oakley

Many medical schools are making important changes in their curricula. But how do they go about this task and what factors are taken into account? This symposium analyzes the processes which were used at three Canadian institutions and examines the considerations which were deemed important.

The Role of Goal Design in the Deliberative Process

Thursday Sheraton
1:15-1:55 Pontchartrain B

Although participants in curriculum deliberation may be unaware of the ethical and epistemological assumptions that underly the decisions which they make, their assumptions can be made explicit. This roundtable paper describes a process whereby deliberators can uncover their assumptions and thus solve problems in ways which consciously reflect their values.

CRITIQUES OF OUTSTANDING ARTICLES

Sheraton Pontchartrain B

This year, at Ed Short's suggestion, the SIG is sponsoring an innovative series of sessions called "Critiques of Outstanding Articles in Curriculum." Ed has selected seven articles from the curriculum literature (all published in 1983), found leaders willing to promote discussion of each article, and has contacted the authors of the articles, some of whom will be present for the discussions. If these sessions are well received, we may continue them in future years allowing more time for discussion thn we were able to provide this year. Read the articles in advance, bring along your copy, and join in.

The discussions are scheduled as individual roundtables, mostly on Tuesday and Thursday, as follows:

Tuesday 8:45-9:25 John Packard

C. A. Bowers, "Linguistic Roots of Cultural Invasion in Paulo Freire's Pedagogy." Teachers College Record, 1983, 84, 935-953.

Tuesday 10:35-11:15 James Nolan

Malcolm Skilbeck, "Lawrence Stenhouse: Research Methodology", British Educational Research Journal, 1983, 9, 11-20.

Tuesday 1:15-1:55 Robert Kennedy

Michael Fullan, "Evaluating Program Implementation: What can be Learned from Follow Through", Curriculum Inquiry, 1983, 13, 215-227.

Thursday 10:35-11:15 Edmund Short

Joseph Schwab, "Practical 4: Something for Curriculum Professors to Do", Curriculum Inquiry, 1983, 13, 239-264.

Thursday 12:25-1:05 Francine Hultgren

Ulf Lundgren, "Social Production and Reproduction as a Context for Curriculum Theorizing", Journal of Curriculum Studies, 1983, 15, 143-154.

Thursday 4:05-4:45 Colin Marsh

Michael Huberman, "Recipes for Busy Kitchens: A Situational Analysis of Routine Knowledge Use in Schools", Knowledge: Creation, Diffusion, and Utilization, 1983, 4, 478-510.

Friday 12:25-1:05 Murry Nelson

Herbert Kliebard and Barry Franklin, "The Course of the Course of Study: History of Curriculum", Historical Inquiry in Education: A Research Agenda (AERA, 1983), 138-157.

Newsletter for the
CREATION AND UTILIZATION OF
CURRICULUM KNOWLEDGE
A Special Interest Group
of the
American Educational Research Association

Chairperson: Peter Pereira
Secretary Treasurer: Jean King
Editor: Edmund Short/Peter Pereira

This Newsletter is not an official AERA publication.

creation and utilization
of curriculum knowledge

special interest group of the american educational research association

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SPONSORED SESSIONS FOR 1984 ANUAL MEETING

Invited Symposium

27.04 Computers in the Curriculum: Visions and Realities

Thursday, April 26*, 10:35-12:05, Marriott, Bonaparte Room

Chair:	Peter Pereira, DePaul University
Invited Speakers:	Hugh Burkhardt, University of Nottingham Robert Tinker, Technical Education Research Center
Discussant:	Karen Sheingold, Bank Street College

***Note change of day from Official Program.**

Symposia

5.07 Toward a Theory of Action Research

Monday, April 23, 4:05-6:05, Marriott, LaGalerie 6 (2nd Floor)

Chair: Nancy Chism, The Ohio State University

Participants: Gail McCutcheon Ohio State University, "On the Evolution of Teachers' Theories of Action through Action Research"; William Schubert and Ann Schubert, University of Illinois, Chicago, "Philosophical Assumptions in the Progressive Evolution of Action Research"; Antoinette Oberg, University of Victoria, "Construct Theory as a Framework for Action Research"; Max van Manen, University of Alberta, "Phenomenology as Action Research".

Discussant: Judith Green, Ohio State University

9.21 Beyond the Measured Curriculum

Tuesday, April 24, 8:15-10:15, Sheraton, Grand Ballroom B (5th Floor)

Chair/Discussant: Carolyn Ellner, California State University, Northridge

Participants: Frances Klein, USC, "Differing Curriculum Conceptions"; Louise Berman, University of Maryland, "An Interpretive Approach to Curriculum"; James MacDonald, University of North Carolina, "A Phenomenological Orientation to Curriculum"; Louise Tyler, UCLA, "Meaning and Schooling".

Discussant: Decker Walker, Stanford University

14.24 Curriculum Rhetoric, Rituals, and Rationalities

Tuesday, April 24, 12:25-1:55, Sheraton, Pontchartrain D (3rd Floor)

Chair/Discussant: Millard Clements, New York University

Participants: Barry Franklin, Augsburg College, "Efficiency and Community: W. W. Charters Reconsidered"; Alan Tom, Washington University, "Curriculum Theory and Responsibility"; Jane White, University of Maryland, Baltimore County, Story and Myth in the Classroom: Informal Transmission of Teaching Traditions"; Jose Rosario, High Scope Educational Research Foundation, "Exercise in Futility: Humanistic Appeals and School Change"; Thomas Popkewitz, Arlene Barry, Alan Pittman, Maura van Sustern, University of Wisconsin, Madison, "Educational Change and Its Messianic Roots".

Discussant: Catherine Cornbleth, University of Pittsburgh

37.25 Processes of Curricular Change in Medicine

Thursday, April 26, 8:15-10:15, Sheraton, Oakley (4th Floor)

Chair: Hugh Scott, Universite de Sherbrooke

Participants: Lynn Currie, Dalhousie University
Dale Dauphinee, McGill University
Victor Neufeld, McMaster University

Discussants: Peter Pereira, DePaul University
Carter Zeleznik, Jefferson Medical College
Richard Coulson, Southern Illinois University

Paper Sessions

1.05 Classroom Decision Making in Theory and Practice

Monday, April 23, 12:25-1:55, Marriott: La Galerie 6 (2nd Floor)

Chair: Jennifer Monaghan, Brooklyn College

Participants: Jean A. King, Tulane University, "The Process of Curriculum Change in the Classroom"; Christine Sleeter, Ripon Collge and Carl Grant, University of Wisconsin, Madison, "Teacher Autonomy and Determinants of Teacher Work"; Barbara Mason, Garland (Texas) Independent School District, Teachers' Content Decisions: Potential for Conflict in Local Curriculum Development"; Thomas Roby, City Colleges of Chicago, "Deliberation and the Arts of Teaching".

Critic: John O'[illegible], Queen's University, Canada

5.17 Sources for Curriculum: Philosophical Explorations

Monday, April 23, 4:05-6:05, Mariott, Mardi Gras C (3rd Floor)

Chair: Ilene Harris, University of Minnesota

Participants: Marie Schilling, University of Chicago, "The Nature of Knowledge as the Foundation for Liberal Education: A Critique of Paul Hirst's Views"; Terrence Whaley, University of Chicago, "Mathew Arnold and the Value of Literature: A Lesson for Today?"; William Knitter, Concordia University, Montreal, "Aesthetic Experience as a Model for Curriculum Thought and Action"; Robert Floden, Margaret Buchman, J. R. Schwille, Michigan State University, "The Case for Separation of Home and School".

Critic: James Charbonnet, New Orleans Public Schools

Round Table Sessions

18.38 The Story of the SIG on the Creation and Utilization of Curriculum Knowledge

Tuesday, April 24, 4:05-4:45, Sheraton, Pontchartrain B (3rd Floor)

Participants: Edmund Short, Pennsylvania State University, "Initial Conception"; George Willis, University of Rhode Island, "Professional Activities"; William Schubert, University of Illinois, Chicago, "Scholarly Contributions"; Peter Pereira, DePaul University, "Future Directions".

43.01 The Role of Goal Design in the Deliberative Process

Thursday, April 26, 1:15-1:55, Pontchartrain B (3rd Floor)

Elaine Atkins, Community College of Philadelphia

To join the Creation and Utilization of Curriculum Knowledge AERA Special Interest Group or to renew your membership for 1983-84, fill out the appropriate form below and mail it along with $5 to:

Jean A. King, secretary/treasurer SIG
Department of Education
Tulane University
New Orleans, LA 70118

MEMBERSHIP RENEWAL FORM

Please renew my membership in the Creation and Utilization of Curriculum Knowledge SIG for 1983-84. Enclosed is my check or money order for $5 made payable to: Creation and Utilization of Curriculum Knowledge SIG.

Name: ____

Address: (if this is a new address please check___)

____
Street

____
City State Zip Code

Professional position: ______________________________

Date: ____________________

Member of AERA: ____yes ____no

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Name: ____

Address: ____
Street

____
City State Zip Code

Professional position: ______________________________

Date: ____________________ ______

Member of AERA: ____yes ____no

creation and utilization of curriculum knowledge

special interest group of the american educational research association

AERA
SIG

No. 26 June, 1984

SIG ANNUAL BUSINESS MEETING

The Annual Business Meeting of the SIG was held in New Orleans in April in conjunction with the Annual Meeting of AERA. New officers were elected, or re-elected:

Chair/Program Chair
Peter Pereira - DePaul University

Secretary/Treasurer
Jean King - Tulane University

Newsletter Editor
Naomi Hersom - Univ. of Saskatchewan

This year's innovation, "Critiques of Outstanding Articles in Curriculum", received considerable support, and it was agreed that these discussions should be continued at next year's Annual Meeting in Chicago. The possibility of the SIG sponsoring additional innovative formats in order to promote more interaction amongst participants was also discussed. Task oriented sessions ("sweat sessions"), presentations of work in progress, breakfast conversations or other social occasions, and roundtable discussions of current topics were among the ideas suggested. SIG members are being asked for their thoughts on these ideas. (See "Call for Proposals and Suggestions" later in this Newsletter.)

Dues for 1984-85 will remain at $5. Although there is currently a surplus in the treasury, this will be used to distribute publications to SIG members during the up-coming membership year. To receive these publications, be sure your membership is renewed.

NEWSLETTER CONTRIBUTIONS NEEDED

We need contributions from members for the Newsletter. Announcements, notices of meetings, calls for proposals, news about publications, descriptions of activities of members, and other information of interest to members can always be included. But we would also like a few pieces with more substance; "Mini-reviews" (a series started a several years ago), accounts of work in progress, bibliographies, for example. Better yet would be summaries of work in areas related to curriculum but not familiar to most members or accounts of what is going on in other countries. Our publication schedule this year calls for a Newsletter in September, December, and February of this year if we get enough copy. Send contributions to:

Alan Ryan, co-editor
Curriculum Studies
College of Education
University of Sakatchewan
Saskatoon, Sask. S7N OWO
CANADA

ANNOUNCEMENT

SIG members, particularly those of you who attended Jean King's presentation in New Orleans, will be glad to know that Hannah Rose weighed in at seven pounds on May 1st. Mother and daughter will welcome congratulations, in the form of 1984-85 dues, from non-members as well.

Don't Forget
MEMBERSHIP RENEWAL
See last page of this Newsletter.

ANNUAL MEETING HIGHLIGHTS

Invited Symposium

One of the most stimulating sessions at the AERA Annual Meeting was "Computers in the Curriculum: Visions and Realities", the SIG invited symposium. Though many other sessions focused on computers and their impact on the classroom, this session was by far the most lively and the most directly related to curriculum inquiry. Bob Tinker, from Technical Education Research Centers, and Hugh Burkhardt, from the Shell Centre for Mathematical Education, University of Nottingham, not only showed us exciting samples of software, they demonstrated how this software gets used in the classroom. Bob has been active with Bank Street College in creating software for middle grade science. Hugh has participated with others in the U.K. to create software packages which mesh with teachers' objectives and practices. Both presenters exemplified characterisitics of the master teacher: enthusiasm, charisma, expertise, and an organized presentation. They were particularly concerned that we think about the curricular implications of their presentations so they encouraged open discussion during the session, a procedure which fostered considerable interaction among participants and presenters.

The two presentations were followed by the thoughtful comments of Jan Hawkins, who has been active at Bank Street College in creating software which fosters higher order cognitive processes in children. Both the presenters and Jan argued that the computer could serve as a scaffolding to produce learnings which have not previously been possible with other media. They encouraged us to seek to use the computer in curriculum in creative ways that make the most of its capabilities.

Diana Buell Hiatt - Pepperdine University

Story of the SIG

A special roundtable session, organized by Bill Schubert, considered the origins, development and future directions of the SIG. An interesting picture of the SIG emerged. Ed Short's paper, in particular, gave an historical account of the concerns which resulted in the founding of the SIG: the research into practice problem; the need for diversified approaches to curriculum inquiry; and the concept of knowledge production and utilization as applied to curriculum studies. Since much of the material in this and the other papers may be unfamiliar to many members of the SIG, an edited version of the papers which were presented and of the discussions which ensued will be distributed to all paid-up members later in the year.

Symposia and Paper Sessions

In addition to the above, the SIG sponsored four symposia, two paper sessions, and the series of discussions of outstanding articles in curriculum. Three of the symposia emphasized the diversity of approaches which are being used in curriculum inquiry and were tri-sponsored with Division B and the SIG on Philosophical Studies in Education. It is gratifying to see that one of the originating concerns of the SIG was so well represented here and elsewhere in the program. The fourth symposium, an examination of curricular decision making in medical education, was co-sponsored with Division I. This new venture in collaboration was an attempt to open a dialogue with groups who have traditionally ignored curriculum theory. We plan to continue this sort of collaboration when possible.

CALL FOR PROPOSALS AND SUGGESTIONS

The May issue of the Educational Researcher contained the SIG's annual call for proposals for the Annual Meeting to be held at the end of March, 1985 in Chicago. Members (as well as non-members) are invited to submit proposals on any aspect of curriculum consistent with the SIG's purpose: "to focus on the study of the creation and utilization of curriculum knowledge, the need for such knowledge, and the methodologies for its generation." All paper proposals will be sent to at least three SIG members for blind review, symposium proposals will also be reviewed by three SIG members. See the May Educational Researcher for details on how to submit proposals.

We are also asking members to send in suggestions and comments about the following:

Outstanding Articles in Curriculum

As mentioned earlier in the Newsletter, we plan to continue this series. Please send in your nominations for articles by the August 15th deadline. Any article published in 1983 or 1984 is eligible. Insofar as possible, we plan to get committments from the authors to be present at these sessions.

Invited Papers

We shall continue the tradition of inviting one session (either a single paper or a symposium). You are invited to nominate specific presenters or to suggest topics for this session.

Innovative Formats

We would like to develop ways to promote more interaction among members at the Annual Meeting. Jim Dillon has proposed a "sweat session to produce something, rather than to discuss something already produced." He suggests, as just one example, that a group might try to produce a list of questions for curriculum research. Clearly, there are other possibilities. What do you think of this idea? If your schedule permitted, would you join such a group? What questions would encourage you to sweat? What other suggestions for promoting interaction could you recommend?

Proposals, nominations, comments, and suggestions should be sent by August 15th to:

Peter Pereira
Chair/Program Chair
DePaul University
2323 N. Seminary Ave.
Chicago, IL 60614

(312)-341-8119

BIBLIOGRAPHIES AVAILABLE

Edmund Short, The Pennsylvania State University has compiled his annual listing of SIG Related Studies. This topically organized bibliography has been extremely useful to members over the years. Ed's continuing efforts to keep SIG members informed are greatly appreciated. This bibliography will be circulated to paid-up members with the September Newsletter.

Peter Pereira and Tom Roby are preparing an annotated bibliography of the literature on curriculum deliberation. Those of you who would like to receive, and comment on, a draft version of this bibliography should write to Peter at 2323 N. Seminary Ave; Chicago, IL 60614. When finished, the bibliography will be circulated to SIG members.

Newsletter for the
CREATION AND UTILIZATION OF
CURRICULUM KNOWLEDGE

Special Interest Group
of the
American Educational Research Association

Chairperson:Peter Pereira
Secretary/Treasurer: Jean A. King
Editors: Naomi Hersom/Alan Ryan

This Newsletter is not an official AERA publication.

MEMBERSHIP FORM

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Tulane University
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*ADDRESS: (if this is a new address please check _____)

STREET:____________________________________

CITY:_______________STATE:__________ZIPCODE:______

PROFESSIONAL POSITION:______________________________

DATE:____________________

MEMBER OF AERA: _____yes _____no

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PROFESSIONAL POSITION:______________________________

DATE:____________________

MEMBER OF AERA: _____yes _____no

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*In order to help us check our records with the AERA Central Office, AERA members should use the same address as for their AERA Subscriptions.

creation and utilization
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No. 27

October, 1984

THE NEWSLETTER MOVES NORTH!

Welcome to Canada! As co-editor Naomi Hersom states in her greetings (p.2), we are taking this opportunity to give readers the flavour of curriculum change in at least one part of the Great White North. But rest assured, we also feel part of a North American tradition and we shall continue to reflect that tradition in our pages.

Most of this issue is devoted to Edmund Short's invaluable bibliography (Appendix A) of SIG-Related Studies. I was especially interested to see references to articles in Phenomenology and Pedagogy, the new journal being edited by Max Van Manen at the University of Alberta, Edmonton, Alberta.

Did you fill out Peter Pereira's little questionnaire on AERA membership? If not, please do so as quickly as possible.

The newsletter relies on members' contributions. Please send your articles, notes or reviews to me at this address:

Department of Curriculum Studies
University of Saskatchewan
Saskatoon, Saskatchewan
Canada S7N 0W0

Finally, let me reiterate the disclaimer that this newsletter is not an official AERA publication.

Alan Ryan

GREETINGS FROM THE UNIVERSITY OF SASKATCHEWAN!

Naomi Hersom, Dean
College of Education

I am pleased that Alan Ryan and I will be playing a supporting role in the affairs of the Curriculum and Knowledge Utilization SIG as editors of the Newsletter for 1984-85. My own membership dates from the time the SIG was organized by Edmund Short and others after some rather memorable AERA sessions, and I have watched with much interest the ways the SIG has persisted in its efforts to promote curriculum research and the dissemination of curricular knowledge over the years.

Unlike Alan, who is actively engaged in teaching and research activities in curriculum studies, I now find myself more often engaged in what might be termed curriculum activity. In this issue we have included a description of the Curriculum and Instruction Review undertaken recently in the Province of Saskatchewan. We hope that it will help to acquaint you with our part of Canada and the context within which we are working. My own membership on that Review Committee gave me many opportunities to observe the reality of a curriculum world from the inside and to assess the outworking of curriculum knowledge as it is translated into policy decisions and guidelines for practice. We hope that the brief account of a Saskatchewan approach to curriculum change in 1984 will also help to introduce us to you.

SASKATCHEWAN'S CURRICULUM AND INSTRUCTION REVIEW

by Alan Ryan
Department of Curriculum Studies
University of Saskatchewan

The Province of Saskatchewan is almost the size of Texas and yet is home for only a million people. During the years of high immigration it was settled mainly by farmers, hardy folk who were willing to survive the extremes of climate in order to build a new life for themselves and their families. The sparse population, the harsh weather, and the sense of being strangers in a strange land, gave rise to a social fabric that derived its maintenance from cooperation among groups.

With its emphasis on shared responsibility and the individual's duty to work towards improving the lot of the group, this spirit of cooperation (although diluted today by improvements in communication and an easier lifestyle) still influences the politics and social life in this part of the world. As a recent immigrant to Saskatchewan, I found it one of the qualities which marked the province as a different sort of place to live.

This same spirit manifested itself in a recent curriculum and instruction review undertaken by the provincial Department of Education. The Minister of Education's task force took great pains to capitalize on the tradition of cooperation by seeking help and information from a wide cross-section of the population. They used questionnaires (and received 26,784 responses); they visited communities large and small to hear briefs and less formal concerns of parents, teachers and interested citizens. Out of this cornucopia of thinking about schooling, they formulated a report for the future appropriately entitled Directions. Since its release in February of this year, the report has itself generated more reactions. Further travels by members of the task force and the Minister herself have allowed the people of the province to express their feelings about it. Now the task of implementing the recommendations has begun.

What are the new directions proposed in the Report? Perhaps the inevitable consequence of such a document produced from such a diverse range of viewpoints is that any specific improvements would be limited in scope and the wider ranging improvements would be vague. Most of the recommendations in fact fall into the latter category. Even when the report is detailed enough to be controversial, it usually manages to leave an escape hatch. For example, some of the proposed goals of education are sufficiently specific to institute lively discussion, but the report, true to its roots in the social traditions of the province, takes the position that "the attainment of these goals is a shared responsibility. The school, the home, the church, and the community all play roles in the educating of a child." The problems inherent in the piece-by-piece matching of the goals to these agencies is not addressed.

Such carping aside, the Review does serve a vital purpose as a rallying point for those concerned with the future of education in Saskatchewan. The Review Committee is the navigator on the ship of education, pointing and saying: That's the direction we have agreed that we will follow! The major educational agencies, including the College of Education, will be able to plan their initiatives of the next decade with the context of the report and with the knowledge that they are in step with each other.

The College of Education, the larger of the faculties of education in Saskatchewan, has been given essentially two mandates. First, it will be charged with bringing its own institutional preoccupations (such as the pre-service and in-service preparation of teachers) into line with the directions espoused in the Report. The second mandate is broader but harder to define: it is that as the College continues to be a provincial resource upon which the other educational agencies can draw and through which they can be sustained in their own endeavours, it should bolster the implementation of the spirit and recommendations of the Report. As faculty members serve on curriculum committees, are seconded to school boards and the Department of Education, as they conduct research and evaluations, as they disseminate their findings, and as they pursue their formal and informal contacts with their colleagues in the field, they will be able to do so within the climate set by the Report. All these professional activities will be sharpened by being viewed through the lens of the curriculum review. It is by providing a unifying vision of the educational future of Saskatchewan that the Report will find its greatest and lasting use.

"*Appendix A*"

SIG-Related Studies--1983-84

Compiled by Edmund C. Short

Overviews of Curriculum Practice

Schwab, Joseph J., "The Practical 4: Something for Curriculum Professors to Do," Curriculum Inquiry, 13(Fall, 1983), 239-265.

Seddon, Terri, "The Hidden Curriculum: An Overview," Curriculum Perspectives, 3 (May, 1983), 1-6.

Short, Edmund C., "Authority and Governance in Curriculum Development: A Policy Analysis in the United States Context," Educational Evaluation and Policy Analysis, 5(Summer, 1983), 195-205.

Tyler, Ralph W., "Dialogue II. Personal Reflections on the Practical 4," Curriculum Inquiry, 14(Spring, 1984), 97-102.

Curriculum Research Agendas

Berlak, Ann and Harold, "Toward a Nonhierarchical Approach to School Inquiry and Leadership," Curriuculum Inquiry, 13(Fall, 1983), pp. 267-294.

Dillon, J. T., "The Use of Questions in Educational Research," Educational Researcher, 12(November, 1983), 19-24.

Klein, M. Frances "The Use of a Research Model to Guide Curriculum Development," Theory Into Practice, 22(Summer, 1983), 198-200.

Orpwood, Graham, W. F., "Defensible Roles for Researchers in Curriculum Policy-making," The Journal of Educational Thought, 17(Dec., 1983), 221-229.

Rosenmauer, Walter, "On a Locus of Origin of Educational Practices," Theory Into Practice, 22(Summer, 1983), 235-240.

Smith, David, "On the Concept of Perceived Curriculum Decision-Making Space," Curriculum Perspectives, 3(May, 1983), 21-30.

Stenhouse, Lawrence, "The Relevance of Practice to Theory," Theory Into Practice, 22(Summer, 1983), 211-215.

Tyler, Ralph W., "Curriculum Development and Research," 29-41 in Philip L. Hosford (ed.), Using What We Know About Teaching. Alexandria, Virginia: ASCD, 1984.

Tuthill, Doug, and Patricia Ashton, "Improving Educational Research Through Development of Educational Paradigms," Educational Researcher, 12(Dec., 1983), 6-14.

Curriculum Inquiry Methodologies

Apple, Michael W., and Landon E. Beyer, "Social Evaluation of Curriculum," *Educational Evaluation and Policy Analysis*, 5(Winter, 1983), 425-434.

Hauser-Cram, Penny, "Some Cautions in Synthesizing Research Studies," *Educational Evaluation and Policy Analysis*, 51(Summer, 1983), 155-162.

Kenny, W. Robert, and Arden D. Grotelueschen, "Making the Case for Case Study," *Journal of Curriculum Studies*, 16(January-March, 1984).

Kyle, Diane W., and Gail McCutcheon, "Collaborative Research: Development and Issues," *Journal of Curriculum Studies*, 16(April-June, 1984), 173-179.

Luckmann, Thomas, "Common Sense, Science, and the Specialization of Knowledge," *Phenomenology + Pedagogy*, 1(No. 1, 1983), 59-73.

Marshall, James D., "John Dewey and Educational Research," *Journal of Research and Development in Education*, 17(Spring, 1984), 66-77.

Misgeld, Dieter, "Phenomenology, Social Science and the Social Service Professions: The Case for the Integration of Phenomenology, Hermeneutics and Critical Social Theory (A Reply to Luckmann and Giorgi)," *Phenomenology + Pedagogy*, 1(No. 2, 1983), 195-214.

Munby, Hugh, "A Perspective for Analyzing the Significance of Qualitative Research: A Response to Richard Heyman," *Curriculum Inquiry*, 13(Winter, 1983), 423-427.

Padgham, Ronald E., "The Holographic Paradigm and Postcritical Reconceptual Curriculum Theory," *Journal of Curriculum Studies*, 5(Summer, 1983), 132-142.

Ratcliffe, John W., "Notions of Validity in Qualitative Research Methodology," *Knowledge: Creation, Diffusion, Utilization*, 5(December, 1983), 147-167.

Reinharz, Shulamit, "Phenomonology as a Dynamic Process," *Phenomenology + Pedagogy*, 1(No. 1, 1983), 77-79.

Rogers, Vincent R., "Qualitative Research--Another Way of Knowing," 85-111 in Philip L. Hosford (Ed.), *Using What We Know About Teaching*. Alexandria, VA: ASCD, 1984.

Schubert, William H., "Review of Ph.D. Dissertation by Francine H. Hultgren: Reflecting on the Meaining of Curriculum Through a Hermeneutic Interpretation of Student-Teaching Experiences in Home Economics, *Phenomenology + Pedagogy*, 1(No. 1, 1983), 96-100.

Shapiro, H. Sui, "Educational Research, Social Change and the Challenge to Methodology: A Study in the Sociology of Knowledge," *Phenomenology + Pedagogy*, 1(No. 2, 1983), 127-139.

Skilbeck, Malcolm, "Lawrence Stenhouse: Research Methodology," *British Educational Research Journal*, 9(No. 1, 1983), 11-20.

Vallance, Elizabeth, "The Critic's Perspective: Some Strengths and Limitations of Aesthetic Criticism in Education," *Curriculum Perspectives*, 3(Oct., 1983), 23-27.

Ideological Aspects of Curriculum

Apple, Michael W., and Lois Weis (eds.), Ideology and Practice in Schooling. Philadelphia: Temple University Press, 1983.

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Bowers, C. A., "Linguistic Roots of Cultural Invasion in Paulo Freire's Pedagogy," Teachers College Record, 83(Summer, 1983), 935-953.

Bullough, Robert V., Jr., "Teaching, Domination, and Curriculum," Journal of Thought, 18(Summer, 1983), 45-53.

Giroux, Henry A., "Ideology and Agency in the Process of Schooling," Journal of Education (Boston U.), 165(Winter, 1983), 12-34.

Giroux, Henry A., "Theories of Reproduction and Resistance in the New Sociology of Education: A Critical Analysis," Harvard Educational Review, 53(August, 1983), 257-293.

Nunan, Ted, Countering Educational Design. New York: Nichols Publ. Co., 1983.

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Ramsey, Peter D. K., "Fresh Perspectives on the School Transformation-Reproduction Debate: A Response to Anyon from the Antipodes," Curriculum Inquiry, 13 (Fall, 1983), 295-320.

Wirth, Arthur G., Productive Work--In Industry and Schools: Becoming Persons Again. Washington, D.C.: University Press of America, 1983.

Knowledge Utilization

Barnette, J. Jackson, "Naturalistic Study of Project Interagency Linkages: The Linkage Case Study," Educational Evaluation and Policy Analysis, 5(Winter, 1983), 473-483.

Broadbent, Marianne, and Bruce Kemp, "Meeting Curriculum Information Needs," Curriculum Perspectives, Vol. 3(October, 1983), 1-7.

Dunn, William N., "Research in Progress: Measuring Knowledge Use," Knowledge: Creation, Diffusion, Utilization, 1(September, 1983), 120-133.

Dunn, William N., Mary J. Dukes, and Anthony G. Cahill, "Designing Utilization Research," Knowledge: Creation, Diffusion, Utilization, 5(March, 1984), 387-403.

Dynan, Muredach E., "Dissemination of Curriculum Innovations: Where Are We Heading?" Curriculum Perspectives, 3(October, 1983), 60-65.

Hall, Gene E., and Shirley M. Hord, "Analyzing What Change Facilitators Do: The Intervention Taxonomy," Knowledge: Creation, Diffusion, Utilization, 5 (March, 1984), 274-305.

Kennedy, Mary M., "Working Knowledge," Knowledge: Creation, Diffusion, Utilization, 5(December, 1983), 193-211.

Kerr, Donna H., Barriers to Integrity: Modern Modes of Knowledge Utilization. Boulder, CO: Westview Press, 1984.

Mann, Dale, "The Impact of IMPACT II," Teachers College Record, 84(Summer, 1983), 837-870.

Marsh, Colin, and Michael Huberman, "Disseminating Curricula: A Look from the Top Down," Journal of Curriculum Studies, 16(January-March, 1984), 53-66.

Paisley, William J., and Matilda Butler (eds.), Knowledge Utilization Systems in Education. Beverly Hills: Sage Publications, 1983.

Roberts-Gray, Cynthia, and Thomas Gray, "Implementing Innovations," Knowledge: Creation, Diffusion, Utilization, 5(December, 1983), 213-232.